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ABSTRACT

This document consists of the four issues of "Tempo," the newsletter of the Texas Association for the Gifted and Talented (TAGT), published during 1996. Each issue focuses on a specific theme, such as math and science instruction, culturally diverse gifted students, parents and teachers working together, and future challenges. Articles include: "Science Education for Gifted Students" (Joyce VanTassel-Baska); "Young Math Whizzes: Can Their Needs Be Met in the Regular Classroom?" (Ann Lupkowski-Shoplik); "Nurturing Future Edisons: Teaching Invention to Gifted Students" (Jonathan Plucker and Michael E. Gorman); "Recruiting and Retaining Diverse Students in Gifted Education" (Donna Y. Ford and J. John Harris); "Hispanic and Gifted/Talented: Can You Be Both?" (Rebecca V. Rendon); "The Education of a Gifted Non-English Speaking Immigrant" (Becky Alanis); "Discovering and Nurturing Talents in Young Hispanic Students" (Marta Mountjoy); "Alternate Identification for Gifted African-Americans" (Donna Ashby); "Thinking about the September Challenge" (Donna Enersen), which discusses parents and teachers working together; "Advocating for Appropriate Education for Your Child" (Colleen Elam); "A Taste of Gifted and Talented for Parents" (Elma Torres); "Texas Law and Parent Rights and Responsibilities" (Ann Wink); "A Thoughtful Look at the Concept of Talent Development" (Francoys Gagne); "There and Back Again: Searching the Past for Future Answers" (Michael W. Cannon); "Magnet Programs for Gifted Girls: A Parent's Perspective" (Ava Welge and Beth Fouse); and "Home Schooling Gifted Children: The Ultimate Pullout Program" (Brooke Randal). Some articles include references. (CR)

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Tempo

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)

VOLUME XVI ISSUE 1
WINTER 1996

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MATH, SCIENCE, AND THE GIFTED STUDENT

SCIENCE EDUCATION FOR GIFTED STUDENTS

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In this time of great concern about the continuation and continuity of programs for gifted students in many parts of the country, perhaps it is appropriate to focus on fundamental areas of learning in which they participate in regular classrooms. It is relatively uncommon to find pullout science programs at the elementary level and also somewhat rare to find separate science programs for gifted students in middle schools. Consequently my suggestions for looking at science curriculum will be made from the assumption that these students are being served in regular classrooms. If we are interested in finding a curriculum base that is highly appealing to gifted students, that offers a good point of departure for interdisciplinary learning, and that is highly relevant to efforts toward curriculum reform for all students, science is clearly the most appropriate area we could find.

What Should a Science Curriculum for Gifted Students Include?

In our work at *The Center for Gifted Education* at The College of William and Mary, we have spent the past six years addressing issues of appropriate science curriculum and instruction for high-ability students as well as melding those ideas to the template of curriculum reform for all students in science. Consequently, the elements essential for high-ability learners also have saliency for other learners as well. The most important include the following elements.

An Emphasis on Teaching Concepts

By restructuring science curriculum to emphasize those ideas deemed most appropriate for students to know and grounded in the view of the disciplines held by practicing scientists, we allow students to learn at deeper levels the fundamental ideas central to understanding and doing science in the real world. Concepts such The use of technology to teach science offers some exciting possibilities for connected

(See VanTASSEL-BASKA, p. 14)

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FROM THE PRESIDENT

Mary Seay

Once again it is my pleasure to speak to the members of TAGT and readers of *Tempo*. It is with a feeling of great honor and humility that I am privileged to serve this year as your president. I am tremendously aware of the weight of the responsibility for protecting the interests of our gifted children in Texas and, by extension, gifted children all over the world. And to that end, I would like to begin this year by addressing a pressing concern in this time of misunderstanding of the nature of the gifted child and of the homogenizing of our programs.

The most eminent researcher in this area today, Karen Rogers of the University of St. Thomas, has written that many reformers are arguing for the elimination of most forms of ability grouping. The suggestions are that children of like ability working together in a group be replaced by mixed-ability classrooms in which whole group instruction and cooperative learning are the major pedagogical delivery systems. Keep in mind that "cooperative learning" means a group in which one "high" child, one "low" child, and two or more "average" children work together.

Some of these folks are calling for the elimination of gifted programs in the name of reform. This effort was originally sponsored by the parents and supporters of special education students to place them in a "least-restrictive" environment. It is daunting to realize that most reformers are not aware that the least-restrictive environment for gifted children *is* working together in a mental peer grouping. Any other reasoning is manifestly non-sequitur.

In the 1990 *Communicator*, Barbara Clark discusses erroneous claims calling to return gifted children to the classroom full-time. Though these claims were supposed to have been based on research, they were not valid studies of gifted children. "Conclusions are being drawn and practices recommended from research which has specifically omitted gifted populations (p. 11)." In fact, she writes, of the three most recent researchers, only one – Harry Passow in 1988 – investigated grouping effects on gifted children. Both Kulik & Kulik and Robert Slavin use disclaimers at the beginning of their reviews of the literature waiving the two groups who would be excluded from their work: those who are low achievers and the gifted, because they are "fundamentally different from comprehensive ability grouping plans" (Slavin, 1987, p. 297). (That's Robert Slavin from Johns Hopkins University.)

The Kuliks (1984) found that when you design a program especially for talented students, there are positive effects. They had already found in 1982 that high-ability students benefit quite apparently from the stimulation provided by either special curriculum designed for them and accommodations for their being grouped together part of the

(See PRESIDENT, p. 12)

Tempo

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The Texas Association for the Gifted and Talented (TAGT) is a nonprofit organization of parents and professionals promoting appropriate education for gifted and talented students in the State of Texas.

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EXECUTIVE DIRECTOR UPDATE

Connie McLendon

1995 was a good year for TAGT. We have a great deal for which to be thankful and proud.

At the end of November, membership had reached an all time record high of 8,100, with continuing growth in special interest areas such as the G/T Coordinator's Division, the Research and Development Division, Parent and Community Affiliate groups statewide, and in the Institutional Membership category. TAGT's steady growth is a strong indicator of the value that educators, parents, and other advocates receive as TAGT members.

An attendance of 5,500 at TAGT's Eighteenth Annual Professional Development Conference on November 15-18 at the George R. Brown Convention Center in Houston broke the record set in 1994 at the Fort Worth conference.

TAGT's exemplary scholarship grants and awards program benefited nearly 200 children, youth, and educators during 1995 for awards totalling $56,390.

As a result of the active involvement of TAGT's 32 Parent and Community Affiliates, help from the Government Relations Advisory Council, and assistance from a vocal TAGT membership, the Association was able to steer gifted education through the storm of educational reform and budget cutbacks which took place during the 74th Session of the Texas Legislature. As part of the governmental affairs initiative, TAGT continued its efforts to keep members informed about legislative and regulatory issues affecting gifted students via the monthly publication of the *Capital News Update*.

One of the most important achievements of the past year was spearheaded by the Education and Training Committee chaired by Dr. Susan Johnsen, TAGT president-elect. Dr. Johnsen and the Education and Training Committee provided the leadership and initiative to launch TAGT's Professional Development Level 1 Awareness Certificate. A recipient of this certificate must complete 45 clock hours of awareness in gifted education balanced among the five areas of endorsement: (1) nature and needs, (2) identification and assessment, (3) creativity, (4) curriculum, (5) counseling. This important Level 1 Certificate will begin the process of developing higher quality professional development within the state-mandated 30 clock hours and the current endorsements offered by Texas universities. It is an important first step in a cycle of education, experience, and examination for teachers of gifted and talented students.

Key to TAGT's ongoing success is its strong Executive Board and volunteer committees — dynamic, visionary individuals whose untiring efforts and commitment to gifted and talented youngsters move the organization toward its mission. Important also to TAGT's success are the capable headquarters staff and service contractors who as a team provide strategic guidance in legislative and regulatory matters, support for the annual conference, association publications, and membership development and services.

New SBOE Rules for Gifted Education

A set of proposed rules, Chapter 89, related to gifted and talented education is scheduled for discussion by the State Board of Education on January 11-12, 1996 at the board's meeting in Austin. A set of rules recommended by the Division for Advanced Academic Services was disseminated by Evelyn Hiatt at a meeting of the Commissioner's Advisory Council for the Education of Gifted Students on December 6. Commissioner Mike Moses met with members of the Advisory Council to hear recommendations for the proposed rules and other issues relating to the education of gifted students. The set of recommended rules, (see page 24) was developed from suggestions received from TAGT parent affiliates, TAGT members, and other educators and community members attending the regional meetings co-sponsored by TAGT's regional directors and the Regional Education Service Centers across the state.

The State Board of Education schedule for the discussion and adoption of rules recommended for educational programs for gifted and talented students follows:

January 10-11	Discussion
February 15-16	First reading
April 11-12	Second reading and final adoption

TEA Division of Gifted and Talented Gets New Name

As a result of the recent reorganization of the Texas Education Agency, the Division of Gifted and Talented Education has been renamed the Division for Advanced Academic Services. The Division is still located at 1701 North Congress Avenue, Austin, TX 78701 and is under the direction of Evelyn Hiatt.

Letter from Commissioner Mike Moses

Education Commissioner Mike Moses cancelled his scheduled welcome to participants attending TAGT's 18th annual conference, November 15-18 in Houston, due to a meeting with Governor George W. Bush. The Commissioner sent his regrets via a letter read by Evelyn Hiatt at the Second General Session and disseminated to 5,500 conference attendees. The Commissioner's letter articulates his support and commitment to providing challenging programs for Texas' most advanced students. The letter is reprinted on page 25 of this issue of *Tempo*.

Governor Appoints New SBOE Member

Governor Bush has appointed Jose Garcia de Lara of San Antonio to fill the unexpired term of former board member Esteban Sosa. Mr. Sosa retired in June due to ill health. De Lara is a member of the Christian Coalition and brings a conservative view to the increasingly conservative State Board of Education. Mr. de Lara is reported to support a state voucher program for private and religious schools as an effective means of reforming the public education system. He is the ninth republican on the fifteen-member SBOE.

OUR EDITORIAL FOCUS

Michael Sayler, Ph. D.

Over the past three issues of *Tempo*, the TAGT Editorial staff has worked to create a refined and consistent format for the journal. You may have noticed some changes to the masthead, type faces, page layout, and organization of the issues. We hope that these changes make *Tempo* easier for you to read and use. We hope to provide the best, most professional publication possible.

The Spreadsheet section of *Tempo* has changed also. It is one way the Association office in Austin can provide you with timely information. The format was changed to make it easier for you to find and use. Each Spreadsheet contains announcements, information, awards, and a calender of important events. It includes items of significance that are occurring in gifted education in Texas.

Tempo continues to supply you with sound information on current and timely topics. It contains ideas and guidance for understanding gifted children, improving gifted programs, and better addressing the diverse needs of these children and youth in our schools and homes. Sometimes you may need this information to understand your children, sometimes to suggest ways to improve the things we do for and with them, and occasionally to defend the continuing presence or format of gifted education in your district's schools. To accomplish this, *Tempo* solicits and accepts submissions from international, national, and local authors. This issue on Science and Mathematics for the Gifted is a good example of our success in finding key individuals with worthwhile information.

In this issue, you will find an excellent discussion of what science for the gifted should be like. Joyce VanTassel-Baska is the leading voice in this area of curriculum planning. The work done at the College of William and Mary has helped define the "state-of-the-art" in gifted curriculum. Ann Lupkowski-Shoplik points out many useful strategies, and a few strategies to be avoided, when working with mathematically talented children. Jonathan Plucker and Michael Gorman describe an excellent project that allows gifted children to experience a deep sense of accomplishment through involvement in inventing. They also offer a World Wide Web connection where schools and families can get more information and the actual lessons on inventing and a great cross-link to a site on Alexander Graham Bell. Elaine Gray, Scott Barton, and Jim Coffey have a wonderful article about a unique gifted program in Schleicher County, Texas. Where else could you learn about a junior-high gifted program that scientifically breeds and carefully monitors their own cattle herd? Colleen and Corey Elam provide a candid and insightful look into the decision-making process of parents of the gifted when their child considers a program like the Texas Academy of Mathematics and Science. In this pair of articles, the reader shares in the joys and frustrations of a very gifted teenager and her family.

Finally, be sure to read Connie McLendon's column and the associated pages in the Spreadsheet. We have a noteworthy letter of support from the new Texas Commissioner of Education and an important first draft of the proposed Texas State Board of Education rules concerning gifted education.

We also invite each of you to consider writing for *Tempo*. Our editorial office will work with you to get your writing published. You should think of the editorial office as providing mentoring and supporting services and not as adversaries to get past. There are many great programs, competent program options, useful parenting ideas, successful stories of community building, and excellent teaching practices in Texas. Please consider sharing your successes with others through *Tempo*. Look at the back cover of each *Tempo* for the themes of the next two issues.

We hope you find useful information in *Tempo*. Neither the Texas Association for the Gifted and Talented nor the *Tempo* claim copyright on the articles and announcements published in the journal. You have our permission to copy the articles and distribute them. We do ask that you include the name of the Texas Association for the Gifted and Talented *Tempo* on any reprints you make. If you copy a page from *Tempo*, the needed information is in the page footer. If you retype an article, please include *Tempo* and the Texas Association for the Gifted and Talented. You may also reprint articles without specific approval from us. If you reprint an article in a newsletter, for a class, or other format, we do appreciate seeing a copy. Send reprints to the editorial office. Our address is in the sidebar on the inside cover.

YOUNG MATH WHIZZES: CAN THEIR NEEDS BE MET IN THE REGULAR CLASSROOM?

Ann Lupkowski-Shoplik
Carnegie Mellon University

Elementary school classrooms contain students with varying levels of mathematical ability. Perhaps one or two students are *exceptionally* talented in mathematics and need radical acceleration or individualized programs. Two or three others are quite mathematically talented, but do not need such drastic interventions. These students usually enjoy math, and they usually do well in class. They are often the first ones finished with their seat work, so their teachers have to find things for them to do.

What can teachers do to challenge and to enrich the education of these students? This article addresses that question for mathematically talented students in third through sixth grade, although the principles delineated here can be adapted for older or younger students or for other content areas. Three main concerns are discussed: (1) common options for educating talented students in the regular classroom, (2) issues important to the regular classroom teacher, and (3) techniques appropriate for the regular classroom.

Options for Educating Mathematically Talented Students in the Regular Classroom

Tutoring Other Children

We've all heard that you never really learn something until you teach it to someone else. Consequently, it may seem like a good idea to ask our gifted students to tutor others in the class who have difficulty in math. Why isn't it a good idea? First, we are asking the students to do the teacher's job. Second, these students already know the material with which their classmates are struggling. For example, they do not need more practice in two-digit addition because they mastered that concept years ago. Put simply, it is not a good use of talented students' time to tutor others instead of learning something new. Therefore, this option is not recommended for more than occasional and short-term use.

Working Ahead in the Textbook, at His or Her Own Pace

This is one of the easiest ways in which to fill a student's time. The student is allowed to work ahead at his or her own pace. The student approaches the teacher with questions, but spends most of the time learning the material independently. Although permitted to move ahead at a faster pace, the student might experience feelings of isolation, and probably will not learn the material well or to any great depth. Indiscriminate use of this option is also not recommended.

Working on an Independent Study Project

After students have completed their regular work, they can use their time to investigate a mathematical topic on their own with the teacher's guidance and perhaps the help of a community mentor. This option is recommended as a supplement to the regular curriculum, but it is not meant to be a substitute for curriculum compacting or proper pacing.

Work on the Same Material as Other Students, only in Greater Depth

The advantage of this approach is that it avoids the problem of students being given more of the same work (also known as "busy work"). Instead, the students have a more in-depth experience at each level of instruction. For example, if all students in the class are expected to do computations, the gifted students could spend their time doing the computations in bases other than base ten (Pratscher, Jones, & Lamb, 1982). This model is relatively simple for the regular classroom teacher to deliver, because it does not require the development of a totally separate program for the gifted. Instead, the teacher matches in-depth activities with each level of the existing curriculum (Lupkowski & Assouline, 1992). A potential problem with this option is that the student might see the additional activities as "punishment" for being talented in math. For example, if Susan is required to do the same set of 50 practice problems as the rest of the students and is also expected to do an additional activity or problem set, she will probably resent the additional work.

Instead, it makes sense for Susan's teacher to permit her to do fewer practice problems (maybe just 10) to demonstrate mastery before encouraging her to do the extensions. A good strategy for selecting the 10 problems is to choose an assortment of the most difficult problems in the set. If the child does well on those, she knows the material (Winebrenner, 1992).

Exploring Enrichment Topics in the Regular Classroom

This option could be provided using centers, where students choose a center at which to work. For example, most of the students in the regular classroom are expected to complete Centers A, B, and C, while Centers D and E are available to students who have the time, interest, and motivation to work on additional materials. Examples of appropriate enrichment topics for these centers include probability and statistics, estimation, mental arithmetic, spatial visualization, algebra, geometry, and discrete mathematics (Wheatley, 1988). The disadvantage to this approach is the same as that mentioned in the previous option: the enrichment topics might be seen as "punishment" for completing the other activities early. A good solution to this problem is to offer students the option of substituting a higher-level activity for one the student has already mastered (e.g., substitute completing Center C for completing Center A).

Working on Mathematics Assignments in Small Groups with Other Advanced Students

This option is also known as "homogeneous grouping." Homogeneous grouping can occur when an entire classroom is composed of students of similar abilities, or when a diverse classroom of students is divided into several small groups (perhaps three or four groups) based on current skills or abilities. When this grouping arrangement occurs in the regular classroom, it requires careful planning by the teacher. It can be a marvelous way to meet individual students' needs because the pace of the curriculum is matched to the pace of a small group of learners rather than to the whole class. Thus, talented students are given challenging activities, and they are not forced to wait for everybody else to catch up.

Homogeneous grouping is not popular in the United States today, primarily due to concerns about tracking students. Ability grouping is one of the preferred options for mathematically talented students, however. The advantages of this approach include: grouping students with similar interests and abilities, giving them assignments at an appropriate level of difficulty, and allowing them to work at a pace matched to their abilities.

"...[W]hen gifted students are in class with other students of similar ability, curriculum can be designed that goes well beyond the regular content in both depth and breadth. The syllabus for average learners can be compacted and the topics elaborated, but most importantly, the thinking can be on a higher plane with topics unified and synthesized. No other grouping model offers such potential." (Wheatley, 1988, p. 253)

Moving up a Grade Just for Math

This can be another good option for students who are talented in just one content area. Whole-grade acceleration can also be considered. One disadvantage to this acceleration would be that the pace of the class a grade higher might still be too slow for these quick learners.

Participating in Mentor-Paced Programs Instead of the Regular Classes

This option is ideal for those students who are *exceptionally* talented in mathematics and need much more challenge and acceleration than the regular curriculum offers. These students are typically capable of working at least two grade levels above their age-group. Students work with a mentor in a program designed for the individual student. A detailed explanation of this approach was offered in the Winter 1995 issue of *Tempo* by Michael Sayler. This is the preferred option for students *extremely* talented in mathematics.

Issues

Now that we have considered some of the options for educating mathematically talented elementary students, let us turn to the some of the issues that the regular classroom teacher might encounter.

Varying Abilities in Mathematics

Since students' abilities vary, programs offered to them should be varied; the curriculum can be matched to the abilities of students by adjusting the pace and the depth at which the material is presented. Skipping a grade in math might be the most appropriate option for one student, while doing enrichment activities and independent study projects might be most appropriate for another.

Gifted in Math but Not in Other Subjects

Many students are quite gifted in mathematics, but do not have equal strengths in other academic areas. Consequently, these students are often not placed in their district's gifted program. It is important not to deny mathematically talented students opportunities because they are not labeled "gifted." For example, one school district refused to accelerate a student in mathematics because she had not been identified for the gifted program. This student demonstrated mastery of material presented to students one or two years older than she, yet she was not permitted to move ahead in mathematics or to leave the regular classroom.

The Gifted Program Does Not Address the Needs of the Mathematically Talented Students

The gifted program in many schools is verbally-oriented, and little time during the academic year is devoted to the study of mathematics. The mathematics that is studied might be covered in a random or superficial fashion. For example, students might receive challenge problems or enrichment sheets to complete. While these problems are interesting, they do not compose a systematic program of study in mathematics. The gifted program will meet mathematically talented students' needs only if the students are permitted to move ahead in the mathematics curriculum at an appropriate pace and depth, not if they are given random enrichment activities.

A False Dichotomy: "Acceleration Versus Enrichment"

Good acceleration contains some enrichment, while good enrichment is accelerative. The two approaches are not a dichotomy, but a continuum. Some parents put a lot of pressure on educators to accelerate their children into a higher grade for mathematics, while not realizing that an appropriately challenging program composed of enrichment, ability grouping, and subject-matter acceleration can occur in the regular classroom. On the other hand, some educators incorrectly assume that accelerated students will not experience mathematics in great enough depth. Proper pacing and the opportunity to study mathematics in great depth are both needed for the curriculum to be correctly matched to students' abilities.

Acceleration Doesn't Necessarily Produce Gaps

Students who accelerate in mathematics have already demonstrated mastery of most of the topics taught at their current grade level. The task is to determine where the gaps are and to fill them in before the student moves ahead. This can be accomplished quite simply, through the use of teacher-made tests, tests provided by textbook publishers, and/or standardized tests. Students first complete the test under standardized conditions, with one important change: they are asked to put a question mark next to the items of which they are unsure. After the test is completed, the examiner grades the test and hands the students a list of items they missed, skipped, or marked with a question mark. The students are then asked to try those problems again in unlimited time, while showing all work. This is a powerful diagnostic tool for teachers, and it helps point out misunderstandings and gaps in a student's background. It is rather simple to explain to the student the correct approach, fix misconceptions, and allow the student to move ahead. This approach is useful for mentoring students individually, and it can also work well in the larger classroom situation (Lupkowski, Assouline, & Vestal, 1992).

Students Extremely Talented in Mathematics May Make Computation Mistakes

Many mathematically talented students demonstrate imperfect computational skills. In fact, one study demonstrated that mathematically talented youth scored significantly higher on mathematics Basic Concepts tests than on Computation tests (Lupkowski-Shoplik, Sayler, & Assouline, in press). Some of these students have extremely strong abilities in mathematics and show a great intuitive grasp of mathematics concepts, yet they do not show the same high level of skill in computations. Talented students might make mistakes in computations because they are bored or have learned bad habits such as not writing down their thought processes as they solve problems. They may also have advanced in their conceptual understanding of mathematics because of their strong reasoning abilities, and their computational skills have not caught up yet because they have not learned the appropriate terminology or algorithms. These students should not be held back because of their relative weakness in computations. Instead, concepts and computations should be taught concurrently. These students can be challenged by learning new concepts while polishing their computational skills.

Classroom Techniques

Once the regular classroom teacher has an understanding of the educational options for mathematically gifted students and the issues that educating them creates, the teacher can employ techniques useful in educating these students.

Questioning, Justifying Answers, and Providing Alternate Solutions

When students are given challenging mathematics problems to try, asking them to discuss possible approaches before beginning the problem and asking them to defend their answer after solving it are both powerful learning strategies. Students should be able to explain their answers and justify their approaches. Some mathematically talented students in our programs are surprised by this approach. It seems as if they had never been questioned about their answers to a problem. Asking them to justify their answers has the added benefit of increased awareness of their own thinking, rather than feeling as if the answer just appeared to them. Encourage students to offer several different approaches to the same problem. They benefit from hearing different points of view on how to approach a problem.

Problem Solving

Teachers should provide challenging problems for the students, but also teach the students strategies and approaches to use when solving those difficult problems. Problem solving strategies include: Make a List, Make a Table, Guess and Check, Work Backwards, and Finding a Pattern. Lenchner's (1983) book offers some excellent challenging problems for mathematically talented students in third through sixth grades. Krulik and Rudnick (1980, 1984) offer several books for teachers on using problem solving strategies in the regular classroom. The National Council of Teachers of Mathematics encourages teachers to use real-world problems, such as those that "allow students to experience problems with 'messy' numbers or too much or not enough information or that have multiple solutions, each with different consequences; [these real-world problems] will better prepare them to solve problems they are likely to encounter in their daily lives" (NCTM, 1989, p. 78).

Journals

Another way to encourage students to think about their approaches to mathematics is to ask them to keep a mathematics journal and to write down their approach to a problem. Asking students to write about their mathematical thinking is a new experience for many students; they usually think of mathematics as being numbers, not words.

Portfolios

Keeping individual student portfolios in mathematics is becoming more and more popular. Portfolios are useful in tracking students' mathematical development, and they can also be helpful in identifying students for differentiated instruction. Students are asked to keep copies of their best work in their portfolios from year to year. Teachers might also designate specific assignments as "portfolio work." Comparing students' responses to these assignments might be useful in selecting students for differentiated programming. Portfolios can be an excellent diagnostic and evaluation tool for discovering mathematically talented students who do not test well or who are hesitant to respond in class.

Compacting the Curriculum

If gifted students in the regular classroom are to be given enrichment topics, it is essential that the regular curriculum be compacted, so that students will have more time for the enrichment topics and also so that they aren't bored by the pace of the regular classroom. The three basic questions asked during the compacting process are (1) What does the student know? (2) What does the student need to learn? and (3) What differentiated activities meet his or her needs? (Starko, 1986). Using tests provided by textbook publishers, standardized tests, or teacher-made tests, we can address the first two questions. Wheatley (1988) provides the answer to the third question with his list of appropriate enrichment topics for mathematically gifted students: problem solving, estimation and mental arithmetic, spatial visualization, computer problem solving, probability, statistics, ratio, proportion, percent, and intuitive algebra.

Starko (1986) and Winebrenner (1992) provide thorough explanations of how to compact the curriculum. For example, after a group of students have completed pretesting, they are given a list of activities to be completed for each unit. The teacher checks the tasks to be completed by individual students. On the occasions when the group is covering material already mastered by a particular student, that student is free to pursue enrichment or acceleration options such as completing logic puzzles or taking notes for an independent study project.

Summary

The goal for educating mathematically talented students in the regular classroom is to properly pace and enrich their study of mathematics. The roadblock educators, students, and parents encounter is the "problem of the match"—matching the curriculum to the abilities and achievements of these students. This match can be accomplished through ability grouping, enrichment activities in mathematics, and subject-matter acceleration.

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Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom.* Minneapolis, MN: Free Spirit Press.

Winter, M. J., Lappan, G., Phillips, E., & Fitzgerald, W. (1986). *Middle grades mathematics project: Spatial visualization.* Menlo Park, CA: Addison-Wesley.

Sources of Enrichment Materials

Creative Publications, 5040 West 111th St., Oak Lawn, IL 60453. Telephone: (708)425-1440.

Dale Seymour Publications, 1100 Hamilton Ct., Menlo Park, CA 94025. Tel: (415)324-2800.

Mathematical Olympiads for Elementary Schools, 125 Merle Ave., Oceanside, NY 11572. For 6th graders and younger students.

National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.

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About the Author

Ann Lupkowski-Shoplik received her Ph.D. in Educational Psychology from Texas A&M University. After a postdoctoral fellowship with Julian Stanley at Johns Hopkins University and three years as an assistant professor at the University of North Texas, she moved to Carnegie Mellon University. She has been conducting research and directing summer programs and weekend workshops for mathematically gifted elementary students at Carnegie Mellon since 1992. She can be reached at: C-MITES, 4902 Forbes Ave., Box 6261, Carnegie Mellon University, Pittsburgh, PA 15213. Telephone: (412)268-1629.

Correction

The following is clarification for the article, "Identifying and Serving Gifted Kindergartners," by Dr. Joyce Miller, East Texas State University, which appeared in the fall 1995 issue *Tempo*, volume XV, issue 4.

Paragraph four, second sentence should read:

"Level 1 screening consists of five assessment items: a cognitive abilities test, an achievement test, a reasoning activity, Modern Curriculum Press's Visual-Motor Integration Test, and a parent nomination/interview."

For further information, please contact Marta Mountjoy, Garland ISD.

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NURTURING FUTURE EDISONS: TEACHING INVENTION TO GIFTED STUDENTS

Jonathan A. Plucker, Ph. D.
University of Maine

Michael E. Gorman, Ph. D.
University of Virginia

The Invention Project at the University of Virginia is attempting to fill the void in what we know about invention and how to teach it to students. Although the Project began three years ago by focusing on the development of college students' inventive skills (Gorman et al., 1995); current efforts focus on secondary students because material on invention helps them understand how science and math are applied to real-world problems and may affect their career choices.

The result of our ongoing efforts is a course developed and piloted with nearly three dozen children who attended a residential summer program for gifted students. The purpose of this article is to describe the activities of the Invention Project, discuss how what we have learned can be useful for educators of the gifted, and summarize the various, easily accessible resources that the Invention Project provides.

How the Invention Project is Different from Previous Efforts

The instructional techniques developed in the Invention Project are an extension of case-based (Fitzgerald, 1995) and problem-based learning (Stepien & Gallagher, 1993), which are used quite frequently in medical, engineering, and business schools. Students work in small, diverse groups on problem-based simulations. They are presented with general objectives, provided a significant amount of background material, and asked to meet several deadlines for creating and presenting patents and prototypes. For example, the objectives deal with activities as diverse as (1) designing a telephone based on technology that was state-of-the-art in 1876 and (2) developing solar technology to power the medical and refrigeration needs of an isolated, third world community.

Our research (Gorman & Plucker, in press; Plucker & Gorman, 1994, 1995) provides evidence that the strengths of this type of unit include:

- recognition that diverse skills and talents are valuable when working in a group
- more accurate beliefs about scientific processes, especially with respect to invention
- increased emphasis on the value of reflection during the invention process
- belief that science and technology are accessible to people with diverse talents and interests
- realization that "success" can be based on process and not necessarily on completion of a product
- awareness that frustration and "failure" can be temporary and constructive

We believe that these findings are a result of the format of the course: Students are presented with an applied, real-life problem that is only loosely defined and are then required to solve unexpected problems as they arise using a variety of media, technological, and human resources. By requiring students to build prototypes and defend their innovations in front of a "patent examiner" and their peers, the student-inventors are exposed to the process of scientific and technological creativity as it exists in modern society.

A "Typical" Unit: The Telephone

Students were assigned to three or four person groups based on their stated interests and abilities. Although most of the students were interested in science, many considered themselves to be more talented in verbal/linguistic areas. We assigned these students to groups with mathematically and scientifically talented peers to create teams characterized by diverse skills, again mirroring the process of technological creativity as it exists in today's research and development laboratories.

The groups were then presented with a general problem statement similar to: "It is 1876, and Alexander Graham Bell is about to patent his telephone. Create a prototype and patent for a telephone that would be innovative in 1876." They were given significant resources, including Bell's patent, access to copies of Bell's notebooks, Elisha Gray's caveat (a formal intent to file a patent), instructions for creating four different phone prototypes that existed in 1876 (i.e., the "state-of-the-art"), tools and additional building materials (e.g., wires, pliers, nails, wood), and numerous videos, books, and articles on Bell and/or the invention of the telephone. Additionally, the teacher of the course — a physics teacher from an area high school — taught mini-lectures to the entire

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The Invention Project is supported at the secondary level by grants from the Geraldine R. Dodge Foundation. Documents developed through the Invention Project are available via the World Wide Web at: **http://jefferson.village.edu/~meg3c/id/id_sep.html.**

class or to specific groups on pertinent topics. For example, during the telephone unit the teacher noticed that most groups lacked knowledge of electric circuitry, so he provided a whole-class mini-lecture on circuits. During the solar energy unit, one group encountered an aerodynamics problem that was specific to their project, so the teacher directed his mini-lecture to that group and allowed the other teams to keep working with their respective inventions.

Students were given approximately 10 days to file and defend a patent. The first few days were used for background research and initial experimentation. After the fifth day, they were asked to file a caveat that included drawings and descriptions of their various ideas. Prototype-building began in earnest between the fourth and sixth day, and most groups were tinkering with their phones and preparing their patents by the eighth day. The final step of each unit was the presentation of the patent to the rest of the class. An educator with patent and content area expertise served as a patent examiner and asked the students questions that required them to defend the utility and novelty of their inventions.

The last stage of the presentations allowed students in the audience to ask questions of the presenting inventors. Many of the student queries centered on the presenters' reactions to specific problems (which the inquiring students also encountered). Several student questions were more direct than those asked by the patent examiner. Surprisingly, many students felt that their group was successful even though they were not able to create a sound-transmitting phone by the end of the unit. We attribute this to the emphasis placed upon creative/inventive processes during the course.

A second unit involved the development of solar technology that would allow the introduction of electricity to isolated communities in equatorial rain forests. This unit differed from the phone unit in that students had to consider environmental problems (e.g., little sunlight reaches the forest floor due to the extensive canopy formed by the trees), ethical issues (e.g., does the community want electricity?), and the need to conduct research on prototypes. Since most groups constructed working prototypes within a couple of days, the emphasis moved from creating a working model to fine-tuning the prototype in order to increase its efficiency. One group established the exact angle of their solar panels that would cause water to boil in their solar oven at the quickest rate, while another team determined the most cost efficient way to insulate their hot water heater. Groups also estimated the overall financial cost of their inventions, which required many of them to call supply houses and other companies. The emphasis on research necessitated that students consider a variety of costs: environmental, ethical, financial, and aesthetic.

Modifying the Units

Teachers who actively participated in or observed the course suggested ways in which the modules could be incorporated into existing programs for secondary students. The educators thought that the units could be easily incorporated into existing summer or afterschool programs for the gifted, since little modification would be necessary. Most of the materials are inexpensive and readily available, leading several people to suggest the use of a similar format in high school physics laboratories. In this format, the units could be broken into several stand-alone lab activities or implemented as an activity that spans several lab periods.

Other possible applications include independent study for talented students or students with a special interest in technology and science, a whole-class activity that develops creative and interpersonal skills, and a curriculum for students in gifted and talented pullout programs.

Invention on the World Wide Web

The Internet is an excellent way for educators to share materials. As such, we are using the World Wide Web to disseminate the products we have developed through the Invention Project. At the URL provided below, teachers will find:

- pilot-tested modules similar to the unit described above,
- extensive background material, teachers' notes, and outlines of the mini-lectures, and
- complete copies of evaluation reports and additional research on the course for secondary students.

The documents can be accessed via the Web at:

http://jefferson.village.virginia.edu/~meg3c/id/id_sep.html

While a growing number of school districts are gaining access to the Web, we realize that computers with entry into the Internet are not a common sight in many schools and classrooms. The materials available at the Web site can also be obtained on a 3.5" computer disk to be run on either PC- or Macintosh-based computers by writing to the project director.

Conclusion

Why have no attempts been made to teach inventing in the schools? Why should it not be possible to train people to invent? These questions are extremely interesting and of great social importance (Rossman, 1964, p. 216).

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While the Invention Project's continuing efforts to teach invention are addressing Rossman's timeless questions, our experiences lead us to believe that educators are able to facilitate the development of inventive and creative skills in secondary students. The experiences of educators who are training our society's future inventors will add significantly to what we currently know about the psychology and education of inventing.

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Are your students interested in invention? For information on starting an inventing club in your school, contact: Houston Inventors Association, c/o Charles F. Mullen, 204 Yacht Club Lane, Seabrook, Texas 77586, (713) 326-1795.

PRESIDENT

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schoolday. Here's something else you should know: they found the effects of grouping in average and below average students to be near zero on the achievement of those students. They did not find it to be negative.

The study concluded with the finding that all children liked their school subjects more when they studied with peers of abilities comparable to their own, and that some students in similar groupings developed more positive attitudes about themselves and about school than they had had before.

No one who has read what I have written in the past doubts that I believe that all babies are born with gifts. That is not in question. I also think that we parents and we teachers should be working as hard as we possibly can every day to develop those gifts in all children. However, this is *not* the same thing as programs for and the nurturing of the gifted child. The work "gifted" annoys and confuses those who do not understand who and what these children are. The name gifted came from the Marland report which sort of officially labeled these children with the word "gifted" and gave us the federal definition. You all know, too, that I think "gifted" is the wrong word for our children and, further, I believe that semantic problems are where a *great* deal of the trouble lies.

I have called these children "cognitively needy." Maybe "challenge needy" would be better. Whatever we call them, these children are the reason TAGT exists. Our mission is advocacy for these specially endowed children. While every pre-service training program in the world is a support group for our regular and special education children, the 8,000 members of the Texas Association for the Gifted and Talented have accepted the charge to serve the cause of the gifted child. And 1996 is going to be a vintage year.

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RAISING CATTLE: GIFTED EDUCATION COMES ALIVE

Elaine Gray and Scott Barton
Schleicher County ISD

James Coffey
Region XV Education Service Center

In Schleicher County, a ranching community in southwest Texas, our middle-school students are, for the most part, just like average teenagers everywhere. They are preparing for the TAAS test, playing football and cheerleading Thursday nights, and generally acting like teenagers most of the time. There is one exception, however. On any given day, you will find a group of students from the Eldorado Middle School Gifted Program recording data concerning cattle weights on a computer or monitoring newly born calves and their mothers in a local pasture.

These students are part of an innovative and unusual gifted and talented program. It combines gifted education with the latest practices in modern cattle husbandry. The program was the brainchild of the Schleicher County ISD Superintendent, Scott Barton, while he was the middle-school principal.

"I knew the bright kids could handle the mental challenges, but I felt that many of them were lacking practical experience when it came to working with their hands and using fine motor skills. I believed that if we could combine both challenging mental activities and the hands-on experiences in a real-life situation, the students would gain so much more."

So, with the help of Dr. Wayne Williams, a local physician and rancher, and Martha Spinks, the middle-school teacher of the gifted and talented, Mr. Barton developed a unique gifted program. The project outcome was not a series of written papers or oral reports but selection and breeding of a premiere cattle herd. The program was given the name, *Bovine Reproduction with Artificial Interference*.

Initially, the students researched artificial insemination and cattle genetics with Dr. William Edmiston, a local veterinarian. There was much to learn about this process, and even more to learn about the qualities that determined a "good cow." Students learned about diseases, herd management, estrogen cycles, and choosing a sire of quality. All of which were necessary to master if the artificial insemination (A.I.) process was to be successful. The students visited the Medina Valley Genetics Center in Castorville, Texas, and the School of Veterinary Medicine at Texas A & M University. These visits have continued now as yearly field trips for the gifted students. It is during these visits that students gained firsthand knowledge of the A.I. process. They received specific and technically accurate instruction in genetics and in the implication of sire characteristics on individual cattle and the health and prosperity of the entire herd.

The program participants were about ready to begin husbandry of their own herd of cattle. While the students continued learning specific technical skills and developing an extensive knowledge base in this subject area, Mr. Barton was securing needed help from local ranchers. A rancher agreed to provide a healthy mother cow that the students could breed. This arrangement benefited both the school and the rancher. The students could use their newly acquired skills. The rancher would have a cow pregnant from an excellent sire. She would receive close attention and all the necessary medical treatments to insure a healthy pregnancy.

The program and the cattle were a great success. After two years, Mr. Barton realized that the middle-school students could gain even more skills if they owned their own herd of cattle. The school district would provide up to $5,000 for buying cows. This provided another unique experience for the gifted class. The students, along with Mr. Barton and Mrs. Spinks, attended a cattle auction in San Angelo. Their goal was to purchase the best breeding herd they could with the funds available.

Today, the herd continues to prosper. They pasture it on local ranches and the students continue to be responsible for its maintenance. Detailed records are kept on the weight gain or loss of each pregnant cow. Students record any injections that they give and why they were necessary. They closely monitor the herd's feed program and they have continually updated and recorded gestation information.

The cattle herd has become a self-sufficient undertaking for the school district. Since keeping a large herd of cattle would not be easy, they decided to maintain a small herd. Therefore, they sell some calves each year; this provides the funds needed to purchase feed, medications, semen straws, and other related veterinary supplies.

This program might not work in a large city, but it has been very successful here. The students enhance their computer skills and gain hands-on experiences in ranching and animal husbandry. They also learn about the anatomy and the reproductive systems of other animals as they help Dr. Edmiston in actual surgical veterinary procedures.

At Eldorado Middle School, making gifted education come alive has new meaning for the students who have worked with the cattle herd. Although most of the students who participate in this program will not choose ranching or veterinary medicine as a career, they have gained many skills and much confidence. The experiences, diverse knowledge, and skills learned in this project should translate into success in whatever fields they eventually pursue.

VanTassel-Baska

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as systems, change, reductionism, and scale all provide an important scaffold for learning about the core ideas of science that do not change, although the specific applications taught about them may.

An Emphasis on Higher-level Thinking

Just as students need to learn about important science concepts, they also need to manipulate those concepts in complex ways. Having students analyze the relationship between real world problems, like an acid spill on the highway, and the implications of that incident for understanding science and for seeing the connections between science and society provides opportunities for both critical and creative thinking within a problem-based episode. Such an emphasis is crucial in a science curriculum that purports to be engaging learners in "minds-on" experiences.

An Emphasis on Inquiry Approaches, especially Problem-based Learning

The more that students can construct their understanding about science for themselves, the better able they will be to encounter new situations and employ appropriate scientific processes to them. Through guided questions by the teacher, through collaborative dialogue and discussion with peers, and through individual exploration of key questions, students can grow in the development of valuable habits of mind found among scientists, such as skepticism, objectivity, and curiosity (VanTassel-Baska, Gallagher, Bailey, and Sher, 1993).

An Emphasis on the Use of Technology as a Teaching Tool

The use of technology to teach science offers some exciting possibilities for connected real world opportunities for students. Access to the world of scientific papers through CD-ROM databases offers new avenues for exploration. Moreover, Internet access provides teachers wonderful connections to well-constructed units of study in science as well as ideas for teaching key concepts. Using Gopher Jewels as a basis for quality materials provides further assistance in selecting appropriate resources. The use of e-mail allows students to communicate directly with scientists as well as other students around the world on questions related to their research projects.

An Emphasis on Teaching the Scientific process, using Experimental Design Procedures

In our experience in having teachers all over the world implement the William and Mary science units, one of the realities we have uncovered is how little students know about experimental design and its related processes. Typically, basal texts will offer canned experiments where students follow the steps to a preordained conclusion. Rarely are they encouraged to read and discuss a particular topic of interest to them in science, come up with a problem about that topic to be tested, and then follow through in a reiterative fashion with appropriate procedures, further discussion, a reanalysis of the problem, and communication of findings.

What Can Teachers Do to Make These Reform Efforts Successful?

While the inclusion of the elements cited above will go a long way in enhancing science education in our schools, especially for high-ability learners, it is folly to think that these major emphases can be effected without the appropriate support structures in place to nurture them along. In order to ensure that science reform has a chance, administrators, teachers, and parents need to consider the following resource tools to help the reform effort succeed.

The Selection of Modular Materials Rather than Basals for Classroom Use

Our work (Johnson, Boyce, and VanTassel-Baska, 1995) has demonstrated that there are excellent science materials available that will promote the teaching described above. However, districts must be willing to turn to the use of such materials rather than insisting on the purchase of basals which do little to promote the desired kind of science learning. Moreover, there are excellent supplementary materials also attuned to the new science agenda that can augment any school science program.

The Training of Teachers in Content-based Pedagogy

Our research evidence would suggest that if we wish to improve teaching and focus on student learning, then teachers need help in teaching for understanding (Cohen, D., McLaughlin, M., Talbert, J., 1993). In order to do that, we need to emphasize strategies and instructional approaches in the context of content rather than separate from it. One

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good way to approach such training is to use high-quality materials as the basis for the training sessions to ensure the integration of content and pedagogy.

The Employment of Curriculum Monitoring Processes in Schools

No matter what new emphasis schools wish to see implemented, there is a need to ensure that the innovation has been implemented faithfully. Where that is not happening, suitable measures are employed to ensure that such change will occur appropriately in the near future. Research on staff development as well as effective teaching demonstrates the need for systematic follow-up procedures to ensure teacher action. Whether such monitoring occurs through peer coaching programs, supervisory procedures of the principal, or curriculum specialists is not as important as the fact that it occurs at all.

Conclusion

Appropriate science curriculum for high-ability and gifted learners implies the need to emphasize some elements at the expense of others. It implies a need to focus on a few concepts that are taught deeply and well. It implies an emphasis on the real world act of doing science. It implies the infusion of technology as a resource. It implies making the experience in science classrooms learner-centered and dynamic. If we can accomplish such an integrated agenda, then our students are far more likely to be able to function at higher levels of scientific literacy than is currently the case.

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VanTassel-Baska, J., Gallagher, S., Bailey, J., and Sher, B. (1993). Scientific experimentation. *Gifted Child Today, 16*(5), 42-46.

Recommendations Concerning Mathematics for Talented Learners

1. **Teachers should use a variety of measures to identify mathematically talented students, tapping skills beyond computation. These students need to have a wide range of exciting math classes, math clubs, and contests where they can demonstrate and hone their mathematical abilities.**
2. **All students should be provided with a wide variety of rich, inviting tasks that require spatial as well as analytical skills. Talented students should explore topics in more depth, draw more generalizations, and create new problems and solutions related to the topic.**
3. **Students should be encouraged to persist in solving mathematical problems. Fewer problems need to be tackled, but in far greater depth. Talented students need the challenge of new and more complex problems. They need to experience the joy of solving difficult problems and to be able to share that joy with others.**
4. **Teachers should encourage students to construct their own mathematical understanding, and talented students should be encouraged to reach the highest levels of construction.**
5. **Teachers should engage in the use of technology and manipulatives to aid in their construction of math concepts. Talented students should use these materials to explore even further and to create and display quality mathematics.**
6. **Students need to be shown examples of superior student work in order to challenge them to ever-increasing levels of mathematical achievement.**
7. **Teachers need adequate resources and support to obtain the materials, technology, and training they need to assist in the development of mathematically talented students.**
8. **Parents, students, teachers, and others in our society must be encouraged to believe that all students can learn mathematics and that our talented students are capable of greater mathematical power than we have ever asked of them.**
9. **Teachers should use a wide variety of assessment tests beyond standardized achievement tests which limit mathematics to low-level computation. Teachers must expect the highest levels of achievement on several types of assessment from mathematically talented students.**

Recommendations from Linda Jensen Sheffild for the National Research Center on the Gifted and Talented, University of Connecticut.

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PROFILES OF THE GIFTED

IS IT WORTH LEAVING A GOOD HIGH SCHOOL AND A GOOD HOME TO GO A LONG DISTANCE TO TAMS?

PARENT RESPONSE

Colleen Elam
Sugar Land, Texas

This question has no easy answer. Each individual family must resolve a series of hard questions. What do we want for our children? What must we do to obtain those things? Are we willing to make the sacrifices involved?

We who advocate for gifted education profess to support an educational environment where highly gifted children are able to proceed at their own speedy pace, to pursue their own intellectual quests, and to reach their own potentials. The Texas Academy of Mathematics and Science is built on that principle. The Texas Legislature made a commitment to the future of our nation and to the future of the highly gifted children of Texas. They are to be commended. Advocates for gifted are always seeking legislative support for gifted education. But are we supporting the options for which we pleaded?

How many of us encourage our most gifted high school students to investigate TAMS? How many of us would prefer to keep them in our local schools and in our homes? We have a plethora of excuses—in our heads and in our hearts. The hard fact is that if we advocate for this environment for gifted and we want this opportunity now for our children in high school today, TAMS is an excellent option. The desirability of the option must be determined on a case-by-case basis by the individuals involved.

Upon reading a brief description of the Texas Academy of Mathematics and Science in TAGT Annual Conference literature, Corey, my ninth-grade daughter, was intrigued. TAMS is designed as a program where gifted students who are focused in math and science can complete their last two years of high school and their first two years of college concurrently. Corey requested that I attend an information session during the conference. I did. As I sat in the dimmed room watching the initial video presentation, I cried. I knew in those first moments that this academy would be great for Corey and that Corey was the type of student the academy was seeking. The problem was the academy was located on the campus of the University of North Texas and we lived 300 miles away in the Houston area. It was too far away. Ideal as TAMS seemed, I could not imagine allowing our daughter to go so far away to college two years early. Corey is a gem. We, her family, were entitled to a full 18 years with her.

During the verbal information session that followed, I took copious notes and asked pointed questions. I listened for some policy with which I disagreed or some angle I felt was inappropriately addressed that would allow me to dismiss this whole idea. Alas! For every question asked, the director of admissions, Dr. Stream, gave the right answer.

He was forthright in stating that each student was admitted according to the same criteria. Admittance was based on the applicant's academic performance in high school, SAT scores, teacher recommendations, evidence of interest in science and mathematics, a student essay, math diagnostic test scores, a personal interview, and parental support and commitment. There were no quotas that had to be met. Enrollment was limited by dorm space because all the academy students lived in one dorm on campus. The dorm was coed by floor with limited hall visitation hours and a security system. Dr. Stream firmly stated there was a student code of conduct and no behavior problems would be tolerated. The successful students were those who liked structure. Parents were warned not to send students who were disciplinary problems, who did not follow rules, or who caused disturbances because those students would not be successful and would be sent home. The academy had a commitment to protect and maintain the safety and learning environment of the students who did abide by the

TEXAS ACADEMY OF MATHEMATICS AND SCIENCE

Located at the University of North Texas, the Texas Academy of Mathematics and Science was created by the Texas Legislature in 1987 to provide an opportunity for talented students to complete their first two years of college while earning a high school diploma. Students enroll in the academy after their sophomore year in high school, live in a UNT residence hall, and attend regular UNT courses. Their classmates are UNT undergraduate and graduate students.

At the end of two years, academy students receive a high school diploma and at least 60 college credit hours. Academy graduates stay at UNT or transfer to other universities to complete their bachelor's degrees. (1-800-241-TAMS)

academy code of conduct, who did respect others, and who were eager to seize this opportunity.

The curriculum and course work were described as challenging to gifted students. The academy students were required to complete a core curriculum to graduate: two semesters each of biology, chemistry, and calculus-based physics; the companion labs for each of these courses; three semesters of math through Calculus II; four semesters of English; two semesters of history; one semester of political science; and at least one elective. The designated science courses were those recommended by the university for science majors. The designated English, history, and political science courses were those in the university's most challenging "Classic Learning Core" program. With the exception of calculus, the classes were university classes with regular university students. All math and science classes were taught by Ph.D. professors. At graduation the students would receive a high school diploma from the Texas Academy of Mathematics and Science plus have 60-80 hours of college credits transferable to any Texas public university and many other universities in Texas and across the nation.

All of this sounded like an answer to our dreams except that it was located so far from home. Students would come home one weekend a month during the "closed weekends." The rest of the time students must live in the residence hall. The policy made perfect sense. But I could not imagine only seeing my 16 year old once a month!

Following the session, I told Dr. Richard Sinclair, the Director of TAMS, that I had one of the students he was seeking but he could not have her because we were not giving her up. His response was they had found that the students who were most successful at TAMS were those whose parents were interested in the high-level opportunities but who had some concerns about sending them. As I continued in session after session through the rest of that conference, thoughts of TAMS haunted me.

Once home, my husband's reaction to TAMS was the same as mine. Other parents complain about their teenagers. We had a super one. We did not want to give her up until the time prescribed by today's mores which is college, after high-school graduation. If the academy had been located in Houston, we would be elated. The University of North Texas was too far away. But as the school year progressed, Corey broached the subject more and more frequently. I, too, was attracted by the opportunities TAMS offered yet at the same time repelled by the distance from home. The more I thought of the possibility of Corey leaving home at 16, the more I cherished every moment spent with Corey and with Kindel, our daughter two years younger than Corey.

Lured by the TAMS opportunity and implored by Corey, the following fall our family of four drove to Denton for a preview day to investigate the program and facilities firsthand. The drive was long, but the TAMS program, the promise, and the possibilities softened us. In the next weeks I contacted teachers, G/T administrators, parents of current TAMS students, and Denton friends to determine the reputation TAMS held in the area and the state. Meanwhile Corey began the application process.

Many an evening at our dinner table, our family discussed the positives and negatives of going to TAMS. On the positive side, since Corey was contemplating the pursuit of both an M.D. and a Ph.D., TAMS might save her some time. Second, the TAMS students have access to the resources of a large university. What a great high school! Third, the chance of having excellent teachers is high. Fourth, there is no pressure of class rank so the TAMS students are free to focus their energies on pursuit of knowledge rather than pursuit of grades. Fifth, the opportunity to do research was appealing because Corey wanted to be a research biologist. Sixth, we had high hopes that if there were other students who shared Corey's passion for learning and quest for knowledge, TAMS is where they would abound. There she could not only interact with such peers but live with them and make lifelong friends and contacts. Seventh, TAMS had a dedicated student-life staff who provide a caring atmosphere and creative, fun student activities. Certainly the academy students are minimally supervised compared to parental supervision at home, but they are nurtured much more than students are at college. We viewed TAMS as a stepping stone into college and total independence.

And the negatives... We would miss her. She knew no one there. She would miss us. She would be so far away. She would be leaving a good 5A school with a strong honors and AP program. Kindel would find it harder to use her sister as a confidant and best friend, and would, in effect, become an only child. Corey had a small group of good friends at her current high school. These friends were the proverbial bird in hand. A group of TAMS students spoke at the preview day. We could tell that many of these particular young people were not like Corey. They spoke mainly of the social aspects of TAMS. Last but not least, we questioned the expense. As with any public high school, the state paid all of the TAMS tuitions and books, but the families paid room and board for two years (about $3500 to $4000). This was an unplanned expense when we were trying to save for college and medical school and post graduate work for two children. In addition, we would have the monthly travel expenses and a dramatically increased long-distance bill.

Late at night, my husband and I pondered additional pros and cons. We were cautious. Being parents, we would agree to enroll her only if we were convinced she would be happy and successful. We were not concerned about Corey mastering the academic content. Corey was a gifted, self-motivated hard worker who thrived on challenge. We were not worried about Corey's ability to manage independently. She was mature, self-reliant, and self-confident. She always took the world in stride and with a smile. Our nagging worry was that Corey was a night person who had difficulty waking in the morning. Would she sleep through morning classes?

In the end the opportunity of TAMS outweighed the security of home. We committed and Corey accepted the academy's invitation to enroll.

During her first year at TAMS she experienced ups and downs but she made it work. Occasionally, she did miss her earliest morning class because she turned off her alarm in her sleep. But on other occasions when she woke just five minutes before a class, she would pull on her jeans, slip into shoes, grab a pair of glasses and her backpack, and run. She accepted that if she was ungroomed, without contact lenses, and hungry, it was her own fault but not an excuse to miss class.

She continued to seek challenge. When her calculus teacher assigned the easy and medium problems, Corey also completed the difficult problems. When she determined another teacher was teaching in more depth and covering more material, Corey audited that class in addition to taking her own. She even secured permission to take the final exam "for fun." That is Corey.

And we missed her! I missed her! We obtained a private 800 number. Corey called daily. Sometimes more than once a day. Sometimes for just a minute to exclaim, "Guess what!..." Sometimes for long conversations. I cherished the calls. Still, I missed her terribly. For self therapy I selected our favorite snapshots from family photo albums and had them enlarged. I covered our refrigerator with those family moments and placed them throughout the house. They were a constant reminder that our family had had much time together through many good years.

Now beginning her senior year with a 4.0 cumulative average, Corey is allowed and encouraged to schedule any courses she wishes. This semester she is taking 21 hours in challenging university classes: Organic Chemistry and Lab, Physics and Lab, Calculus II, U.S. History, Political Science, English, and a math problem-solving course. A rigorous, demanding schedule. Yet, Corey would not enjoy it any other way. This year she could not wait to return to TAMS, her classes, and her TAMS friends. She is busy and beaming. TAMS was a good choice for her.

Still, we miss her. We love her. We respect her. We trust her. We wish her the best. Regardless of what college she chooses, regardless of whether she receives scholarships, regardless of whether that college accepts any of her credits, she has had a positive, challenging experience at TAMS. Yes, it was worth it — for all of us in this family.

IS IT WORTH LEAVING A GOOD HIGH SCHOOL AND A GOOD HOME TO GO A LONG DISTANCE TO TAMS?

STUDENT RESPONSE

Corey Elam
Denton, Texas

The decision to attend the Texas Academy of Mathematics and Science is an individual and personal one. Each student must weigh the pros and cons to determine the best path to follow.

Let me introduce myself. I am a senior at TAMS. I love biology, history, math, and trivia, and want to be a research biologist. My personality could probably be described as obsessive. My favorite color is red, and I wear it every day. I am a Trekkie (Vulcan alias T'Para) and a chocoholic. I love reading books and watching PBS. I value learning for its own sake and believe that the most challenging teacher is the best teacher.

My decision to attend TAMS was difficult. My old high school offered several honors and AP classes and had some good teachers. I had a group of friends with whom I enjoyed associating. I was not a teenager who was itching to get away from my parents and be out on my own. So why was TAMS even an option, especially since I live 300 miles away? There are many reasons. In general, TAMS offered more than my high school — more choices, more opportunities, and more people like me. At my high school, I would not have been able to take organic chemistry or microbiology. I would not have had the opportunity to conduct research in a university laboratory within walking distance of my room, or to go to England and Ireland over the summer to study and explore with friends.

TAMS concentrates on the needs of students who are motivated and focused. My home school district concentrated on motivating the less focused. The schools had more incentives and rewards to encourage the students with poor attitudes and poor academic performance than they had for the students who worked continually and succeeded regularly. They were eliminating ability levels in some disciplines, forcing more classes to be heterogeneously grouped. Also, they were increasingly stressing cooperative learning over advanced content. The high school I attended was old and in need of renovations. However, because the district was growing so quickly and new schools needed to be built every year, the district repeatedly neglected the old school. Over time, many of the good teachers had left to go to the newer schools.

I was attracted to a school where the students shared my values about education, where students were allowed and even encouraged to move quickly through the curriculum, and where the best students received incentives and rewards. An additional factor favoring TAMS was the possibility of my receiving more scholarship money if I did well. Just getting two years of college credit was itself quite a scholarship.

I gave up a lot to come to TAMS, though. One big sacrifice for me was not competing in academic tournaments like UIL and Academic Decathlon. This was how I used to spend my weekends at home. Okay, I admit I am crazy to want to pay money so I can get up early on the weekend and go take tests. Crazy or not, I like the challenge and I miss it. At my old high school I was practically guaranteed a position on the Decathlon team as a junior because I had done so well on Octathlon for two years. TAMS students are not allowed to enter UIL competitions because of objections from other Texas high schools. However, TAMS participants are gradually being accepted in other academic competitions. Of course, I also gave up my friends. I did make new friends and did not completely lose contact with my old friends, but it is not the same.

TAMS is not exactly as I expected it would be. First, it was much easier than I expected, probably because I came from a good 5A high school. Second, my favorite class at TAMS was English which is ironic since TAMS is a math and science school. The English teacher I had was superb because he really made us think and interpret the literary selection based on the language of the text. He certainly was not an easy "A", but the grade did not matter because I was challenging my brain. Third, there is such a variety of people at TAMS. We have more than our share of geniuses, but it is more than that. We have some students who study all the time and others who never seem to study and do just fine; some students who are very social and others who are loners; and some who are wild and others who are conservative. TAMS has a large group of students who are addicted to Jeopardy (including me) and who do better than the actual contestants. TAMS also has a large group of Monty Python fans. Most of the academy students are much more computer literate than I am. There are quite a few Star Trek fans. TAMS is the type of community where someone will know the answer to almost any question you ask in any subject. It can be intimidating to be suddenly surrounded by so many people like this when you were used to being one of a few at your high school. But for me, it is a phenomenal experience. At TAMS, no one has ever told me I can not take a certain class or I am taking too many hours. This semester students are taking as many as 22 hours and as few as 13. I am taking 21. The TAMS advisors guide us, but do not limit us academically as long as our grades are good. The administrators are more likely to say "try it" than "no."

Many people want to know about the ratio of TAMS to UNT students in our classes. Our math classes are specifically made all TAMS. They are more challenging than the regular university classes. Biology is about half and half in a class of 225. My English class was mostly TAMS students because it was part of the university's Classic Learning Core program. The ratio in chemistry varies by course section. I took the honors chemistry, so the class was almost all TAMS students. In the regular chemistry classes, the ratio favors the UNT students. As far as senior-year classes, so much depends on the electives you are taking. Most of my classes are about half TAMS students and half university students.

One disappointing change at TAMS between my junior and senior year is that the University of North Texas is phasing out the Classic Learning Core program. CLC is a UNT program of integrated English, history, and political science. Previously, TAMS students were required to take these classes. The CLC also attracted some students to the University of North Texas because of the quality of the program and the challenge involved. The CLC classes involve more discussion and writing than the traditional lecture format. This semester TAMS students were discouraged from taking the few CLC classes available. I was among the few who squeezed into one of the two remaining CLC English classes because I was in the right place at the right time. This change was not made by TAMS, but it certainly does effect the quality of our classes. Needless to say this change is quite a disappointment to many TAMS students. A friend and I have started a literary discussion group to take up some of the slack and plan to talk with the university administrators as well. Access to CLC classes is not something that makes me wish I had not come to TAMS, but it was a factor in my decision to attend.

On the positive side, Mu Alpha Theta (a mathematics society) at TAMS has started a problem-solving math class specifically for TAMS students to work on contest problems. So far that class is enjoyable and challenging. Our teacher was nominated last year by TAMS students, and later honored as one of the top 22 math teachers in the United States and Canada.

Socially, TAMS has a diversity of clubs and sponsors numerous activities including dances, symphony trips, and intramural sports teams. Also, TAMS students may join any of the UNT groups or clubs on campus except for the Greek system. I do not feel that a student's social activities are cut back in any way upon coming to TAMS. TAMS students do have stricter rules than the university students, but in my mind they are reasonable. Some parents are stricter than others, so the TAMS rules may seem lax to one family and strict to another. Without the rules though, I know I would not have come. The rules keep out many of the discipline problems and troublemakers who plague high schools. Conduct code violations are on a point system escalating with severity. Any student who accumulates a certain number of points is sent home. The system is fair and it works.

The ultimate question, of course, is: am I glad I came to TAMS? I am happy and challenged here. I have been able to select some interesting high-level classes. I have become close friends with students of varied interests and personalities who share my value of education. These bonds will last a lifetime and I am very glad I had the opportunity to make them. Many people here will be famous one day and it is an honor to have known them. However, I can not answer that question absolutely for a while. So much depends on this year with my college search — where I am accepted for college and how much scholarship money I am awarded. I sincerely believe, though, that in the long run I will be glad I came to TAMS. This was the choice for me.

Live long and prosper.

TAGT's 1995 Teacher of the Year and Parent of the Year

Dorothy Ann Cooley

1995 TAGT Teacher of the Year

At the Membership and Awards Ceremony held during the 18th Annual TAGT Professional Development Conference in Houston, Dorothy Ann Cooley (Dotty) of Spring Branch ISD was named TAGT's 1995 Teacher of the Year. She admits she loves teaching gifted/talented students. This very talented teacher presently teaches third grade students in Spring Branch ISD. Fifteen years ago she observed students in a gifted classroom. Noticing how these students questioned, analyzed, and seemed unafraid to tell the teacher what they thought, Dotty knew she wanted to teach students like these. Three year later she received that opportunity and after 12 years continues teaching in a gifted program.

A move to Chatham, Massachusetts, brought with it the opportunity to begin a gifted/talented program there. After organizing the CHIPP (Chatham Individual Potential Program), she worked with 30 students from extremely varied and interesting backgrounds. Thankfully for Texas students, Dotty returned to this state teaching gifted students in Katy ISD and Spring Branch ISD.

Dotty says, "My style of teaching fits well with gifted and talented students. I like engaging in discussions with these children as their unique sense of humor and vast knowledge keeps me on my toes. I have never enjoyed being the 'sage on the stage' and like teaching in a classroom environment where I can take the role of facilitator. After teaching G/T students for 12 years, I can't imagine teaching any other population of students."

(From left) Ken Cooley, parent: Ann Williams, McAllen ISD, TAGT Second Vice-President; Dotty Cooley, 1995 TAGT Teacher of the Year, Birdwood Elementary School, Spring Branch ISD; Eileen Cooley; and Dr. Harold Guthrie, Superintendent, Spring Branch ISD, congratulate Dotty as she accepts the 1995 TAGT Teacher of the Year Award at the Membership Luncheon

Clay Boyd

1995 TAGT Parent of the Year

Mr. Clay Boyd is an advocate for the needs of gifted and talented students on the local, state, and national levels. He was named the 1995 TAGT Parent of the Year during the Membership Luncheon and Awards Ceremony at the TAGT Professional Development Conference in Houston. Twice he has served terms as president of the Round Rock ISD Talented and Gifted Parent Association. In addition, he publishes the organization's newsletter.

Clay works with the Round Rock ISD administration on committees concerning gifted learners, and he volunteers with the local schools as a guest teacher and classroom speaker. On the state level, Clay has spoken before the State Board of Education and has made presentations to other parent groups concerning gifted education. Nationally, Clay has traveled as far as New York to speak on issues related to gifted education.

Clay, the father of gifted children, has devoted a tremendous amount of his time and talent to serving the needs of gifted children.

Clay Boyd, Austin, Texas, 1995 TAGT Parent of the Year and president of the Round Rock ISD Talented and Gifted Parent Association

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INTRODUCING NEW MEMBERS OF THE 1996 TAGT EXECUTIVE BOARD

PRESIDENT-ELECT:
SUSAN JOHNSEN, PH. D

Currently an associate professor at Baylor University, Dr. Johnsen has served TAGT most recently as First Vice-President. She has experience as a university professor, coordinator of staff development, and developer of graduate gifted programs, and is author of numerous professional articles on the gifted and a recipient of many grants related to serving the gifted. Dr. Johnsen believes that, "This time is crucial for maintaining, developing, and improving the overall quality of programs in our state."

FIRST VICE-PRESIDENT:
BENNY HICKERSON, PH. D.

Experienced as both a G/T program coordinator and a college instructor, Dr. Hickerson is currently coordinator of the G/T and Language Arts in Hurst-Euless-Bedford ISD. She most recently served TAGT as Region XI Director. Dr. Hickerson stresses that, "My emphasis as first vice-president will be to develop a conference program that addresses the full spectrum of interests concerning the gifted and to attract others to our conference and organization who share our interests and concerns."

THIRD VICE-PRESIDENT:
COLLEEN ELAM

Ms. Elam is the founding president of Parents for ACademic Excellence (PACE), an advocacy group for the parents of the gifted in Sugar Land, Texas. She has presented at many TAGT conferences and has been a member of both the Advocacy Task Force and the Parent/Community Involvement Committee. Her goals for her new position are "to promote gifted education, to represent the parental viewpoint, to enhance parent communication, and to encourage parental involvement."

REGION I DIRECTOR:
JOSIE RODRIGUEZ

Ms. Rodriguez is G/T Coordinator for Mercedes ISD. She is continuing her tenure as Region I Director, for which she received the TAGT award for Outstanding Regional Director in 1994. Her primary goal as Region I Director is "to inform and involve more people from the Region I area in the activities/events made possible through TAGT."

REGION III DIRECTOR:
ANNETTE SCOTT, ED. D.

Ms. Scott is principal of Stroman High School in Victoria ISD. Her experience includes developing G/T curriculum and serving on the TEA committee that developed the proposed Distinguished High School Diploma. She believes that, "We must revitalize our efforts to provide learning experiences that will challenge our gifted students. We must have the courage to acknowledge their specialness... ."

REGION V DIRECTOR:
TILLIE HICKMAN

Ms. Hickman is an assistant principal at the Odom Academy, and was involved in the establishment of this gifted academy. She also has experience developing G/T curriculum at the middle school and high school level, and is the parent of two gifted children. As Region V Director, one of her goals is to "encourage innovative programming that... sets the tone for curriculum and strategies that provide excellence for all students."

And the winner is...

Phyllis Ducote, Fort Bend ISD

has won the free conference registration for the 1996 Annual Conference in Austin for recycling her conference badge at the 1995 Annual Conference in Houston. Many thanks to Phyllis and all the other TAGT conference attendees who did their part to recycle!

Region VII Director:
Kathy Albers

Ms. Albers is the K-12 supervisor of Math, Science & Technology, and Gifted/Talented for Henderson ISD and is in her second term as Region VII Director. She has seven years experience as a G/T teacher. Ms. Albers plans to "continue to seek to broaden public awareness of our responsibility to provide appropriate education for all students, encourage regular education teachers' participation in TAGT, seek a variety of programs available at the high-school level, and continue to seek active parental involvement."

Region IX Director:
Shirley Porter

Ms. Porter is a G/T coordinator and middle school teacher of the gifted in Nocona ISD. She was appointed to the TAGT Executive Board as Region IX Director in September, 1995, and will serve in the position through November 1997.

Region XI Director:
Debra Midkiff

Ms. Midkiff is the K-12 G/T facilitator for Grand Prairie ISD and is a charter member of two G/T parent groups. In addition, she has developed a program to train bilingual teachers in G/T education and has 18 years of experience in education, 15 of those in G/T education. Her goal for TAGT is to "continue the increase of membership, develop more parent involvement within the region, and continue to facilitate communications within the region."

Region XIII Director:
Gwendolyn Fort

Ms. Fort is an English teacher for Westwood High School in Round Rock ISD, and is beginning her second term as Region XIII Director. She has written curriculum for her district and is a member of the Alternative Assessment for G/T Students' pilot team. She has studied and taught G/T students for more than 20 years and will "continue to be an advocate not only for placing G/T together for appropriate and differentiated curricula but also for providing G/T with challenging, flexible, determined, and trained teachers."

Region XV Director:
Nilda Benavides

Ms. Benavides is the LEAD G/T teacher for San Felipe-Del Rio CISD. She is continuing her tenure as Region XV Director, using her 11 years of education experience and experience as a parent of elementary, middle, and high school G/T students to guide her. "In a society that shows prejudice against the talented and competent yet pities and supports the disadvantaged, I hope to bring enlightenment," she says.

Region XVII Director:
Katherine Fergeson

The director of G/T for Slaton ISD, Ms. Fergeson is beginning her second term as Region XVII Director. She draws upon her experience as a state evaluator for Texas Problem Solving, president of the Slaton Classroom Teachers Association, and member of the ESC Region XVII Advisory Board. "(TAGT) must remain on the cutting edge for the gifted population. ...I am aware of the importance of setting standards that serve as a model for the nation," she says.

Region XIX Director:
Michael Cannon

As the G/T facilitator for El Paso ISD, Mr. Cannon has 20 years of classroom teaching experience. He is the father of four gifted children and, in 1992, was the recipient of the Outstanding Teacher of the Humanities award from the Texas Committee for the Humanities. "I hope to raise the level of awareness of the need for gifted education. TAGT should be an important agent for student advocacy and empowerment while pushing the limits of curriculum enhancement and school innovation," he says.

TEXAS ELEMENTARY TEACHER OF THE YEAR
Ann Brock
Burleson ISD

Texas' 1995-96 Elementary Teacher of the Year, Ann Brock, has long been an active member of the Texas Association for the Gifted and Talented. She served a four-year term as TAGT Region XI Director, was a member of the TAGT Finance Committee, and is active in promoting the TAGT Summer Scholarship Program throughout the state.

She grew up as one of 10 children on a Texas sheep ranch and farm in Schleicher County, where her first educational experience was in a small, one-room country schoolhouse. Now in her 22nd year of teaching, Ann Brock says she enjoys her career more than ever. "It is hard for me to understand why everyone doesn't want to be a teacher!" she says.

A third- and fourth-grade teacher at Frazier Elementary School in Burleson Independent School District, Ann credits much of her success to her parents. "Very hard-working, diligent, strict by loving, and frugal by necessity, my parents expected us to think for ourselves and to do our assigned jobs without being reminded," she says. "By consistently modeling for me, my parents taught me that a good attitude is vital to happiness and success."

Ann's philosophy of teaching is based on her belief that teachers should strive to meet students' social and emotional needs while teaching the curriculum. "The challenge for teachers is to guide each students to become independent and responsible while acting as a facilitator and a 'guide on the side.'"

Ann earned her associate of arts degree from San Angelo College, a bachelor of science in elementary education from Texas Tech University, and masters degrees in educational supervision and gifted and talented education from Texas Woman's University. Since 1976, she has taught in the Burleson district.

Awards and Recognition

- National Endowment for the Humanities Fellowship, Oklahoma State University, 1989
- Taft Fellowship, Abilene Christian University
- Member of Texas School Improvement Initiative Peer Review Cycle 4 Team for school accreditation since 1991

Not only is this prestigious award a lifetime honor for Ann Brock, it also focuses attention on all teachers who work with gifted children.

Congratulations, Ann!

ATTACHMENT III

TEXT OF PROPOSED NEW 19 TAC

Chapter 89. Adaptations for Special Populations
Subchapter A. Gifted/Talented Education

89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

(1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Senate Bill 1, §29.121;

(2) include assessment measures collected from multiple sources according to each area defined in *The Texas State Plan for the Education of Gifted/Talented Students*;

(3) include data and procedures designed to assure that the population of the program for gifted students reflects the population of the total district;

(4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and

(5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

89.2 Professional Development.

School districts shall ensure that:

(1) students identified as gifted receive direct instruction from teachers who have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

(2) teachers of students identified as gifted receive a minimum of six hours annually of professional development in gifted education; and

(3) administrators have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students and shall inform parents of the opportunities. Options must include:

(1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

(2) a continuum of learning experiences that leads to the development of advanced-level products/performances;

(3) in-school and out-of-school options relevant to the students' area of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

89.4 Fiscal Responsibility.

School districts shall ensure that:

(1) no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs; and

(2) not more than 25% of state funds allocated for gifted/talented education can be spent on teachers' salaries unless the teacher's sole or primary assignment is providing services that are part of the gifted/talented program.

89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in *The Texas State Plan for the Education of the Gifted/Talented*.

The following piece is reprinted verbatim from a letter from Education Commissioner Mike Moses read by Evelyn Hiatt, Director of the Advanced Academic Services Division, Texas Education Agency, at the TAGT annual conference in Houston, November 17, 1995."

To TAGT Conference Participants:

Please accept my apologies for not attending the 18th annual staff development conference of the Texas Association for the Gifted and Talented. The governor's office has called a meeting that I must attend and arrangements to leave Houston in time could not be made. I hope I will have the opportunity to address your association some time in the future.

Although I cannot join you today, please be assured of my support for appropriately challenging services designed to meet the needs of advanced and gifted learners in Texas. This commitment is not based solely on the mandate for gifted education, although addressing the mandate is a requirement for all districts. As educators, we are charged with maximizing the potential of all students, even the most advanced. We cannot have high expectations for Texas youth if we do not provide advanced level services that require effort and diligence from our most talented students. To do this, we must give districts sufficient latitude to develop services that meet the needs of their students. However, the non-negotiable is that those services must sufficiently challenge our most advanced students so that they may reach their considerable potential.

Staff at the agency inform me that TAGT has worked closely with regional education service center contacts in gifted education to assure that we have widespread input in the development of State Board of Education criteria for gifted programs and on the revision of the Texas State Plan for the Education of the Gifted. It is important that the association continue working in close concert with the agency and the regional education service centers. By working together, we can develop provisions that support advanced learning opportunities in every district in the state. In fact, we can only achieve this by working together and I pledge to you that we at the agency will do our part.

We learn so much from talking to professionals and concerned parents. Please feel free to contact the Division for Advanced Academic Services should you have advice to offer during this exciting time. Again, my regrets for not being at your conference.

Sincerely yours,

Mike Moses

Commissioner of Education

MAKING PLANS FOR FUTURE SUCCESSES: 1995 TAGT ANNUAL STAFF DEVELOPMENT CONFERENCE "DEVELOPING TALENTS"

Susan Johnsen, 1995 Conference Chair, and other head-table guests give Dr. Sally Reis (Center) a standing ovation at the Membership Luncheon and Awards Ceremony.

Evelyn Hiatt (l), Director of the Division of Advanced Academic Services, Texas Education Agency, takes an opportunity to network with Beth Ann Bryan, who read Governor George W. Bush's welcome letter at the First General Session.

Connie McLendon (l), TAGT Executive Director, Representative Robert Junell, Chair, Texas House Appropriations Committee, and Ann Trull attend the Administrator's Luncheon where Junell was the keynote speaker.

Head-table guests at the G/T Coordinators Division Meeting and Breakfast were (from left) Donna Criswell, Plano ISD, G/T Coordinators' Division Secretary/Treasurer; Karen Fitzgerald, Spring Branch ISD, Publications Chair; Ann Wink, Killeen ISD, 1995 TAGT President; Gordon Doggett, Hurst-Euless-Bedford SID, Immediate Past Chair; Bobbie Wedgeworth, Katy ISD, Division Chair; Dr. Miraca Gross, University of South Wales, Sydney, Australia, keynote speaker; and Sandra Warren, La Porte, Texas, Coordinators' Division Vice Chair.

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Making Plans for Future Successes

Ann Wink (l), TAGT President; Dr. Charles Patterson, Second General Session keynote speaker and superintendent of Killeen ISD; and Ann Trull, Paris ISD, TAGT Past President.

Peter Vidmar, First General Session keynote speaker, and Dr. Susan Johnsen, 1995 Annual Conference Chair.

Ann Brock (l), Burleson ISD, Texas' 1995 Elementary Teacher of the Year; Dr. Jack Christie, Chair, State Board of Education; and Ann Wink. Dr. Christie delivered greetings from the State Board of Education at the First General Session.

Dr. Dorothy Sisk, Lamar University, accepts the 1995 TAGT President's Award from Ann Wink at the First General Session.

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Pat Morelock (l), 1995 TAGT Carole Vermillion Scholar, Frazier Elementary School, Burleson ISD; Fred Rauschuber, Superintendent, Burleson ISD, and Ann Brock, Burleson ISD, attend the Membership Luncheon and Awards Ceremony.

Making Plans for Future Successes

Jim Aarons, Principal, Bridge City High School, Bridge City ISD, and Susan Cormier (r), parent, smile proudly as Karen Cormier accepts the 1995 Ann Shaw Secondary Scholar Award at the Membership Luncheon.

Creativity Potpourri participants enjoy the camaraderie.

Pam Stout (l), Principal, Housman Elementary School, Spring Branch ISD; Andrew Tran, 1995 Ann Shaw Elementary Scholar, and his mom Kimcoung Tran. Andrew accepts the award at the Membership Luncheon.

Wayne Craigen (l), Fort Bend ISD, 1995 Local Arrangements Chair and TAGT Past President with Arthur Culver, Area Superintendent, enjoy the Administrators' Luncheon.

(From left) Susan Wailes, Susan House, Debi Fiegenere, and Barbara Ross, all teachers from Bartel Elementary School in Brazosport ISD, complete their Professional Development Inservice Credit forms.

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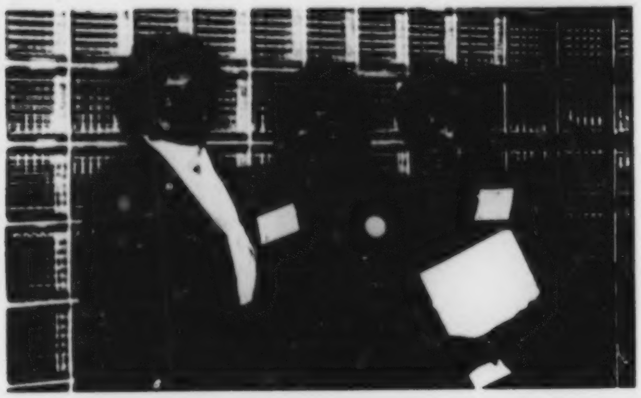
Making Plans for Future Successes



TAGT leaders: past, present, and future – Dr. Mary Seay, President-Elect; Ann Wink, President; and Dr. Kathy Hargrove, Immediate Past President.

A conference value-added performance from the Willow Ridge Jazz Band, Fort Bend ISD.

A member of the Johnston Middle School Mariachi Band, Houston ISD, performs during a Featured Exhibit Break.

Collen Elam (l), 1994 TAGT Parent of the Year; Dr. Peggy Kress, Round Rock ISD, TAGT Past President; and Myrtis Smith, TAGT Third-Vice President. Dr. Kress accepts the 1995 TAGT Parent of the Year Award on behalf of Clay Boyd, President, Round Rock Parent Association, at the Membership Luncheon and Awards Ceremony.

Ann Wink, Killeen ISD, TAGT President, with student presenters from Killeen ISD's "T.A.G.G.I.N. – Talented and Gifted Girls in the Nineties."

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Dear Colleague:

You are cordially invited to submit a program proposal for a session presentation at the Nineteenth Annual Conference of the Texas Association for the Gifted and Talented, which will take place November 20-23, 1996, at the Austin Convention Center in Austin, Texas. “Talents for the 21st Century” is the theme for this year's conference.

Many of the sessions will focus on how we as teachers and parents can nurture and support the development of talents that will be required of our students in the coming century, now only a few short years away. We are concerned not only with our children's survival in the unknown years ahead, but with their ability to develop their unique gifts to the fullest extent possible, to recognize and use their talents and abilities for creative problem solving and leadership to benefit all of our society, and to become fully self-actualized, constructively contributing members of that society as we enter the next century.

On the next page is a “Call For Proposals” that outlines the application procedures and other requirements related to session presentations. In order for your proposal to be considered, the application must be completed in full. You will be notified by May 24, 1996, regarding the status of your proposal.

Your participation is important to the growth of a strong group advocating for gifted and talented programs. Only through continued support of professional development, encouragement of community involvement, and your attention to the current research in your field will we be able to continue developing the talents of gifted and talented children and youth.

Sincerely,

Benny Hickerson
Chair, 1996 Conference Committee
First Vice President, TAGT

CALL FOR PROPOSALS

Texas Association for the Gifted and Talented 19th Annual Conference
Talents for the 21st Century
November 20 – 23, 1996 • Austin Convention Center, Austin, Texas

Proposals must be postmarked by April 14, 1996.
All individuals submitting proposals will be notified of status of their proposal by May 24, 1996.
Please mail completed proposals to: **TAGT 1996 Conference, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, Attention: Dr. Benny Hickerson.**

Please type or print clearly

I. • PRIMARY PRESENTER INFORMATION (PRESENTER SUBMITTING PROPOSAL)

Last Name: First Name: MI:

Please circle correct salutation: Dr. Mr. Mrs. Ms.

Institution/Professional Affiliation: Position/Title:

Year Round Mailing Address: City, State, ZIP:

Telephone: Office ( ) Home ( ) Fax ( )

• PROFESSIONAL CREDENTIALS:

Degree(s): Certification(s):

Educational and Other Professional Experience:

• TWO PERSONS WHO CAN RECOMMEND YOU AS A PRESENTER:

1. Name: Position:

Address: Telephone: ( )

2. Name: Position:

Address: Telephone: ( )

• CO-PRESENTER(S) **PLEASE NOTE**: Communications will be sent ONLY to the primary presenter who is responsible for communicating with session co-presenters and facilitators.

1. Last Name: First Name: MI:

Institution/Professional Affiliation: Position/Title:

Please circle correct salutation: Dr. Mr. Mrs. Ms.

2. Last Name: First Name: MI:

Please circle correct salutation: Dr. Mr. Mrs. Ms.

Institution/Professional Affiliation: Position/Title:

Facilitators are needed for all sessions and primary presenters are requested to provide a facilitator for each of their sessions. This individual will assist with monitoring attendance, disseminating materials, and helping with other such duties. **Facilitator information will be requested on the Primary Presenter Form that will accompany the letter of acceptance mailed to approved presenters.**

II. TITLE OF SESSION (As it is to appear in the program. Please be brief – maximum of 10 words)

III. SESSION DESCRIPTION (As it will appear in the conference program. Include 2-4 objectives of the session. Be as specific as possible, as conference participants will select sessions based on session description. Title and description must match. Maximum = 50 words)

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IV. **HAVE YOU PRESENTED THIS SESSION AT A PREVIOUS TAGT CONFERENCE?**

(Circle) Yes No

V. • STRAND — Please indicate by circling ONE strand this session applies to:

A. Teacher classroom

B. Technology

C. Research/conceptual frameworks of giftedness

D. Administration

E. Parents

VI. • CORE STAFF DEVELOPMENT AREAS (Circle ONE area for which your session is most applicable):

A. Nature and Needs of G/T Learners

B. Identification and Assessment

C. Social and Emotional Needs

D. Instructional Strategies

E. Differentiated Curriculum (please identify subject area: ______________________________)

F. Other

VII. INTENDED GRADES: Please indicate the specific grades this session is geared to: _______________

VIII. PRIMARY AUDIENCE (Circle **ONE** group of participants who you think would be most interested in your presentation.)

Teachers Parents Administrators Coordinators

Librarians Counselors University Educators

IX. LENGTH OF SESSION (CHECK ONE):

1 hr., 15 min. ________________ 3 hrs. ________________

X. REPEATED SESSION

Would you be willing to repeat the session if selected for presentation? (Circle)

Yes No

IMPORTANT INFORMATION/PROCEDURES FOR POTENTIAL PRESENTERS

1. Please send an original proposal and one copy of the proposal to the address shown on the front of this form. Retain a file copy for your records; materials submitted to TAGT will not be returned. Please do not use "caps lock" when completing proposals.
2. One overhead projector (and a slide projector upon request), screen, lectern, and microphone will be available in each meeting room. **ANY OTHER AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY THE PRESENTER.**
3. Expenses for travel and attendance at the conference are the responsibility of each presenter. PLEASE NOTE: Presenters who plan to attend other sessions, meetings, exhibits, etc., MUST register for the 19th Annual Conference and pay all associated fees.
4. TAGT will notify the primary presenter of room capacity. Presenters are responsible for supplying all printed materials for distribution; extensive materials are not encouraged.
5. All presenters are expected to conform to appropriate copyright laws.
6. Any session cancellations by selected presenters should be made in writing as soon as possible by contacting the TAGT office.
7. All individuals selected to present sessions will be notified in writing by the TAGT office no later than May 24, 1996.

I HAVE READ AND AGREE TO THE GUIDELINES STATED IN THIS PROPOSAL.

Signature of Presenter: ______________________________ Date Signed: ______________________________

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AN APPLICATION FOR AWARENESS CERTIFICATE CREDIT

This application may be completed by anyone (e.g., educational service centers, public and private schools, universities, collaborative groups, parent organizations) who is offering quality professional development activities for teachers of gifted and talented students during the 1995-96 school year. You may apply for up to 45 clock hours of credit. You will receive a TAGT certificate after the completion of 45 clock hours that covers the five core areas and teacher competencies.*

Carefully complete each of the seven sections that are listed on this application. It is important that each of the objectives and activities relate to a teacher competency. This preliminary set of teacher competencies was highly rated by a panel of state-wide experts of teachers, service center consultants, supervisors, directors, community members, and university faculty as important for teachers at the awareness level.

After you have completed the application, send it to the **TAGT Education and Training Committee, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617**. This committee will review your application and return it to you as soon as possible. If your application is approved, you will be able to offer professional development activities that will apply toward a TAGT Awareness Certificate.

*** NOTE:** This certificate is awarded by the Texas Association for the Gifted and Talented, **not** the Texas Education Agency. While the TAGT Awareness Certificate may count toward the state clock hours, **it is not required by the Texas Education Agency.**

PLEASE TYPE OR PRINT CLEARLY.

I. Title of Professional Development Activity: ____________________

II. Date(s) of Activity: ____________________

III. Objectives with correlated Core Area and Correlated Teacher Competency (see listing on back of this form):

____

____

IV. Description of Activities Related to Each Objective (Please attach a program and/or syllabus that describes the topics, the schedules, and the presenters): ____________________

____

____

V. Presenter(s)
A resume for each presenter should be attached to this application.:

____

____

VI. Indicate the Number of Clock Hours Requested Beside Each Core Area:

__________ Nature and Needs of G/T Learners (6 clock hours)

__________ Identification and Assessment (6 clock hours)

__________ Social and Emotional Needs (6 clock hours)

__________ Creativity (6 clock hours)

__________ Differentiated Curriculum (6 clock hours)

__________ Educational Service Center Institute, Region ______ Covering the Five Core Areas (Attach Participant Record) (30 clock hours)

__________ Other: ____________________ (up to 15 clock hours)

VII. Person submitting application and address: ____________________

____

____

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Core Areas and Teacher Competencies

These competencies were developed by a Texas panel of professionals and advocates in the field of gifted education, including teachers, administrators, state and regional consultants, university faculty, and parents.

1.0 Nature and Needs of G/T Learners (6 clock hours)

1.1 Knows basic terminology, current definitions, models, and theories of giftedness.

1.2 Identifies the characteristics of gifted and talented students and their effects on academic and social settings.

1.3 Identifies characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic and limited English proficient, and their influence on their representation of these groups in programs for the gifted and talented.

1.4 Creates an environment in which gifted students feel challenged and safe to explore and express their uniqueness.

2.0 Identification and Assessment (6 clock hours)

2.1 Uses broad-based, multifaceted identification procedures, including varied sources of information, qualitative and quantitative measures that match specific areas of ability.

2.2 Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted and talented student.

2.1 Understands the characteristics of special groups of gifted/talented students such as lower income, handicapped, black, Hispanic, and limited English proficient, and how these groups may be provided equal access to programs for gifted and talented students.

3.0 Social and Emotional Needs (6 clock hours)

3.1 Identifies individuals (family members, teachers, peers, others) and environments (school, home, community) that influence the social and emotional development of gifted and talented students.

3.2 Identifies how characteristics of special groups of gifted and talented students influence their social and emotional development.

3.3 Uses strategies for nurturing the social/emotional development of gifted and talented students at home and in school.

3.4 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

4.0 Creativity and Instructional Strategies (6 clock hours)

4.1 Understands the characteristics of gifted and talented students and the influence of these characteristics on the instructional strategies used in classrooms for the gifted and talented.

4.2 Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted and talented student.

4.3 Locates and develops resources for assisting gifted and talented students in the fulfillment of creative potential.

4.4 Adapts the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.

4.5 Identifies strategies from gifted education that can be used in the regular classroom.

5.0 Differentiated Curriculum (6 clock hours)

5.1 Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted and talented student.

5.2 Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.

5.3 Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.

5.4 Includes meaningful products in the curriculum that engage the gifted and talented student in lifelong learning.

5.5 Collaborates with general education professionals in the development and coordination of programs for gifted and talented students.

Creativity Potpourri CALL FOR PRESENTERS "TALENTS FOR THE 21ST CENTURY," NOVEMBER 20 - 23

This year's **Creativity Potpourri** committee is looking for volunteers interested in presenting four active, hands-on, fun-filled mini-sessions (15-20 minutes in length to groups of 10-12).

The purpose is to encourage participants to explore a variety of techniques/strategies that foster creative thought and action, including brainstorming, productive thinking, forecasting, SCAMPER, deductive/inductive reasoning, creative problem solving, and decision making.

Throughout the evening, you will have time to present the same mini-session four times to four different groups. Door prizes will be awarded and the atmosphere will be lighthearted and festive. The space for presenters is unlimited and we welcome you to join us. **However, tickets will be required on a first come/first served basis for Creativity Potpourri participants.**

Please submit the following information no later than September 1, 1996 to:

TAGT Creativity Potpourri
406 East 11th Street, Suite 310
Austin, Texas 78701-2617
Telephone: (512) 499-8248

- -

PROPOSAL FORM

Title of session: ______________________________

Grade session pertains to (i.e., elementary, secondary, fourth grade, etc.): ______________________________

____

Brief description: ______________________________

____

____

____

Presenter name: ______________________________

School district: ______________________________

Work address: ______________________________

City: ______________ **State:** __________ **ZIP:** __________

Home address: ______________________________

City: ______________ **State:** __________ **ZIP:** __________

Work telephone: ______________ **Home telephone:** ______________

TAGT Executive Board Highlights

Meeting Date: November 18, 1995

Houston, Texas

The Executive Board of the Texas Association for the Gifted and Talented met Saturday, November 18, 1995, in Rooms 301 A&B of the George R. Brown Convention Center in Houston, Texas.

President Ann Wink officially welcomed Shirley Porter, Region IX Director, to the Executive Board. Mrs. Porter was appointed as Region IX Director at the September 8-9, 1995, Executive Board meeting, following the resignation of Linda Fontes.

Ann Wink reported that Evie Hiatt, Director of the Texas Education Agency Division of Advanced Academic Services, publicly thanked TAGT for its response to her request for recommendations for proposed State Board of Education rules revisions for gifted education. Ms. Hiatt also announced her intention to present a draft of the recommended rules revisions for G/T education at the Commissioner's MidWinter Conference, January 29-31, 1996.

Mrs. Wink briefly reported on the presentation that she and Connie McLendon had made at the TASA/TASB Convention, September 29 – October 2, 1995, in Houston. Theirs was the only presentation relating to gifted education at the convention. Their session was filled to capacity and attended mainly by new school board members. She stressed the need to encourage TAGT leaders to apply to present sessions at this and other professional education association conventions. She also reported that she and Connie McLendon had attended the NAGC Conference in Tampa, Florida, on November 8-12, 1995.

Mrs. Wink thanked the Executive Board for a memorable and productive year and for their active commitment to gifted education. She encouraged the board to focus on the TAGT mission in the coming year and to remember that as TAGT is now the largest G/T association in the country, it should set an example for others.

Connie McLendon reported that the TAGT Membership Drive had been successful and that association membership had exceeded 8,000 at the time of the November conference.

Mrs. McLendon gave preliminary attendance figures for the Annual Conference in Houston: 254 attended the Research and Development Division Breakfast; 234, the G/T Coordinators' Division Breakfast; 330, the Administrators' Luncheon; 1270, the Membership Luncheon and Awards Ceremony, with an approximate overall attendance of 5,500.

Mrs. McLendon clarified the Attorney General's ruling on association/group recruitment of members on campuses. She explained that the ruling was aimed at ending coercion from politically-driven groups. The ruling is not meant to suppress the education of individuals about a group or association.

Connie McLendon announced that Dr. Mike Moses, Commissioner of Education, was unable to deliver the welcome at the Second General Session of the conference but sent a letter by Evie Hiatt that was read and distributed at the Friday morning General Session (also included in this issue of *Tempo*). Mrs. McLendon said that she would be happy to send the letter to any members inquiring about it.

Connie McLendon stressed the importance of TAGT's monitoring the Legislative Budget Board (LBB) meetings. She reported that gifted funding did not appear to be in eminent danger, but that she would continue to monitor the LBB's activities very closely. Mrs. McLendon was invited to speak at the October 25, 1995, LBB meeting and briefed the members on the status of gifted funding in Texas.

Mrs. Wink referred the Executive Board to a proposal submitted by The Walsh Co. for a TAGT Gifted Education In-Depth Probe Survey (IDP). Connie McLendon was charged with bringing the fundraising project forward last year, and that after careful consideration, the IDP project was being brought forward as a precursor to an association fundraiser.

Tracy Weinberg reported that the 1994-95 external audit proved that TAGT's overall financial health is very good and that the 1994 Annual Professional Development Conference in Fort Worth proved to be the most successful revenue-producing conference in TAGT history.

Kathy Hargrove announced that the contract for the Curriculum Project (Curry, Samara)/SMU/TAGT collaborative training and publications initiative is currently being reviewed. She announced that SMU would sponsor the training workshop. TAGT will have publication rights to the materials from the June 17 - June 21, 1996, Designing Effective Elementary Units seminar. The resulting publication will be an Elementary (K-6) Curriculum Guide and will debut at the 1996 TAGT Conference. Registration flyers for the June 17-21, 1996, Curry and Samara seminar were included the 1995 Annual Conference registration packets distributed to all attendees.

Ann Wink commended Ann Brock, former TAGT board member and longtime advocate of gifted education, as the 1995 Texas Elementary Teacher of the Year. (See related article elsewhere in this issue of *Tempo*.) Ms. Brock will represent Texas at the national-level competition.

Kathy Hargrove announced that Union Texas Petroleum Company has established a $10,000 grant for Houston area students to attend the TAG programs at Southern Methodist University in Dallas. According to Dr. Hargrove, this is to be an annual contribution for direct scholarship aid to predominantly low-to-moderate income G/T students in Houston and the surrounding areas.

Reports were given by regional directors who held meetings in their regions for recommendations for proposed State Board of Education rules revisions for gifted education. Several regions reported having joint meetings with their Education Service Centers, although some were held independently from the ESC's. In the November 18, 1995, Executive Committee meeting, Evie Hiatt announced that the G/T rules will come before the SBOE for discussion in January, 1996, and that TEA must have submitted the recommendations for revisions before December 11, 1995. The first reading of the revisions will be in February, 1996, and the second reading and adoption will be in April. Connie McLendon cautioned the Executive Board that there will be very little time for public response between the appearance of the initial draft and the first reading in February. There will be little or no opportunity for revision between the first and second readings. TAGT will need to be ready to inform the regions of the contents of the draft as soon as it becomes available in order for recommendations to be received before the January SBOE discussion. Ms. Hiatt said she would like to work with TAGT to collect reactions prior to the first reading, since changes can only be made between discussion and the first reading. She also suggested the possibility of TAGT regions having another round of meetings in order to collect reactions. Mrs. McLendon assured the Executive Board that she would disseminate the draft of the rules to the Executive Committee, Regional Directors, and Parent Affiliates as soon as she receives the draft.

Kathy Hargrove reported that Felice Kaufmann, Sally Reis, and Dorothy Sisk had volunteered to present at a gifted girls conference benefiting the Adelle McClendon Young Leaders Scholarship Fund. Dr. Hargrove proposed a TAGT/SMU sponsored conference for middle school/secondary school girls that would probably include joint parent/educator sessions. Dr. Hargrove asked for volunteers for a planning committee and that the Executive Board members submit to her any ideas they have for this conference.

Dr. Mike Sayler, TAGT Publications Editor, reported that John Feldheusen's cover article that ran in the Fall, 1995, issue of *Tempo* had caused some controversy. There was a disclaimer printed that Dr. Feldheusen's article did not necessarily reflect the opinions of TAGT, but apparently several readers did not see the disclaimer. He noted that *Tempo* is very widely read throughout the United States and is being reviewed and reprinted in other states' journals as well as appearing in discussion groups on the Internet.

Myrtis Smith reported that she had prepared the draft of the parent survey and had intended for it to go out sometime next year. The questions were based on input from the parent/community involvement committee meeting in June, 1995. At that time, the P/CI committee also proposed holding a joint parent/child conference in the future. She asked the Executive Board to pass any suggestions along to Colleen Elam, the incoming Third Vice-President.

Tracy Weinberg reported on the finance committee meeting held Friday, November 17, 1995. The committee strongly recommended that TAGT move forward with the three-month feasibility study that comes as a precursor to the fundraising campaign. After the feasibility study is completed, the Executive Board will be able to analyze the results and decide whether or not to proceed with the fundraising project. The finance committee also agreed that the TAGT Gifted Education In-Depth Probe Survey would be a good first step in the fundraising/public relations process. The TAGT Executive Board unanimously approved the association's proceeding with the feasibility study for the TAGT capital fundraising campaign.

Susan Johnsen disseminated the final version of the TAGT Awareness Certificate Application, along with the final set of competencies identified in the third round of the delphi survey. She announced that further recommendations to either form could be accommodated.

The TAGT Executive Board unanimously approved a two-year extension of the contract of Connie McLendon, TAGT Executive Director.

CALENDAR OF EVENTS

JANUARY

Date: January 20
Event: Providing for the Young Gifted Child (Preschool/Primary)
Site: SWTSU Education Building, Southwest Texas State University
Contact: Dr. Joan Witham, Curriculum and Instruction, SWTSU, San Marcos, Texas 78666, 512/245-3084

Date: January 27
Event: Invention Convention Workshop
Site: Richardson, Texas
Contact: National Inventive Thinking Association, P. O. Box 836202, Richardson, Texas 75083, (214) 871-5806 or (214) 235-8451

FEBRUARY

Date: February 9
Event: Urban Superintendent Network Meeting
Site: Dallas, Texas (by invitation only)
Contact: Pat Guerra, SEDL, 512/476-6861

Date: February 14-15
Event: Texas Parent Coordination Council
Site: Corpus Christi, Texas

Date: February 21-24
Event: Creative Learning: Energizing Lifelong Productivity
Site: The University of Arizona, Tucson, Arizona
Contact: Jim Laukes, The University of Arizona Extended University, 1955 East Sixth Street, Tucson, Arizona 85721, 800/955-8632, ext. 253

Date: February 23-25
Event: Texas Middle School Association Conference
Site: Austin, Texas
Contact: 512/462-1191

Date: February 23-27
Event: NASSP Convention
Site: San Francisco, California
Contact: J. B. Flatt, 405/524-1191

MARCH

Date: March 7-9
Event: Texas A & M Bilingual Spring Conference
Site: Kingsville, Texas

Date: March 8-11
Event: AASA Annual Convention
Site: San Diego, California
Contact: Dr. Randall Raburn, 405/524-1191

Date: March 12-16
Event: NABE Annual Conference
Site: Orlando, Florida

Date: March 16-19
Event: ASCD Conference
Site: New Orleans, Louisiana

Date: March 22-27
Event: NAESP National Convention
Site: Washington, D. C.
Contact: James Burnett, 405/524-1191

Date: March 30
Event: BEAM Metroplex Bilingual Conference
Site: Denton, Texas
Contact: 817/898-2040

APRIL

Date: April 1-5
Event: CEC Annual Convention
Site: Orlando, Florida
Contact: Gerald J. Hime, 310/922-6234 or Liza Trey, 703/264-9442

SPRINGTIME IN MOSCOW

A nine-day trip is planned to see how Russians address the needs of special populations, especially gifted and talented learners and handicapped children. Dr. Ludmila Popova, visiting professor at Southwest Texas State University, will lead the group. Plans include visits to special elementary, middle, and high schools for gifted learners, the Institute for Development of Giftedness, the Research Psychological Institute, the Moscow High School for Musically Gifted Children, and the Laboratory of Giftedness in Moscow. Tour members will also get to visit the Kremlin in Red Square, Moscow Musical Theater for Children, the Trejaykov Art Gallery, the Bolshoi Ballet, the Moscow Circus, and other cities and places. For more information, contact the SWTSU Gifted Resource Center at (512) 245-3084.

CALL FOR ARTICLES

Summer 1996
Parents and Schools: Working Together

Most educators agree that parental involvement is a key part of a gifted child's quality education. Many parents, however, feel intimidated by district policies they do not understand. How can parents and schools work together to maximize their children's learning potential?

We welcome your submissions to explore the challenges associated in creating lasting partnerships between parents and schools.

The deadline for receipt of articles is **March 1, 1996**.

Fall 1996
Conference Issue
Talents for the 21st Century

As parents and teachers, we are concerned with our gifted children's abilities to develop their talents for the benefit of the society they will occupy as adults. How are you – in your homes, districts, and classrooms – nurturing and supporting the development of those talents that will be required of our gifted children in the coming century? What talents have you found to be most important to these children's futures?

We welcome your submissions for the fall issue.

The deadline for receipt of articles is June 1, 1996.

All articles will be refereed and should be double-spaced using APA format. Your Editorial Board thanks you!

Michael Sayler, Editor
Beverly Lowry, Managing Editor
James Coffey
Joyce Miller
Annette Watson
Pat DeBusk Holmes
Ernesto Bernal

The Editorial Board would like to thank our guest reviewers:

Karen Fitzgerald, Spring Branch ISD; Mary Seay, San Angelo ISD; and Tracy Weinberg, Randolph Field ISD.

Special Note: Beginning with the winter 1996 issue of *Tempo* (Volume XVI, Issue 1) the submission deadline has been moved back 10 weeks to allow ample time for the editor and reviewers to work more closely with contributors in preparing articles for publications.

Guidelines for article submissions

Your contribution to TAGT *Tempo* is welcomed.

Please use the following guidelines when submitting articles:

1. **Address the article to the theme of an upcoming issue or to a regular feature.**
2. **Include a cover sheet with your name, address, position, school district and region, daytime telephone number, and BRIEF bio.**

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Member, National Association for Gifted Children (NAGC)

VOLUME XVI ISSUE 2
SPRING 1996

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CULTURAL DIVERSITY: CHALLENGES FOR GIFTED EDUCATION

RECRUITING AND RETAINING DIVERSE STUDENTS IN GIFTED EDUCATION: PITFALLS AND PROMISES

Donna Y. Ford, Ph.D.
The University of Virginia

J. John Harris III, Ph.D.
The University of Kentucky

How can we get more Black, Native American, and Hispanic students into our gifted programs? This concern and related questions are quite legitimate given the demographics of gifted programs nationally. The most recent report on the status of gifted education showed that minority students are under-represented by at least 50% (USDE, 1993). In this article, we broaden the question to examine keeping minority students in our gifted programs. In essence, after minority students have been identified and placed (i.e., recruited), what support services are available to ensure their success and continuation in the program (i.e., retention)?

Deep feelings are aroused when discussions based on differences are raised. In gifted education, we constantly defend the rights of gifted students to receive an education that meets their differential and individual needs. Opponents of gifted education hurl accusations of elitism, while proponents call for curricular differentiation of many kinds (e.g., acceleration, enrichment). Similarly, proponents of multicultural education seek interventions that meet individual children's needs. Unfortunately, the relationship and support between multicultural education and gifted education is weak, despite having similar goals. The two movements must not be mutually exclusive, for both seek equity and excellence. Throughout this article, we maintain that the successful recruitment and retention of minority students in gifted education rests heavily on providing students with an education that is multicultural.

Recruitment -- Problems and Solutions

Many efforts are underway to increase the representation of minority students in gifted programs. Recommendations frequently emphasize finding alternative ways (more reliable and more valid methods and procedures) to identify gifted minority students. What barriers inhibit the identification and placement of minority students in our gifted programs? The following section presents problems and promises in the identification process.

(See FORD and HARRIS, pg. 8)

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FROM THE PRESIDENT

Mary Seay

CELEBRATE MISTAKES

Mistakes are what drive the mind and spirit. They are the energy which lets you know when you have finally overcome the obstacles and have learned something new. They keep us moving toward the pots of gold at the end of our own special rainbows.

There's a story in *Chicken Soup* about Thomas Edison. A young reporter was asking him how many times he had failed before he found the right type of wire for the electric light globe. He replied that he never did fail, but he did find 1,235 things that did not work.

Mistakes are experiences to celebrate as long as we are not taught to believe that they are failures.

If we can believe in the wisdom of mistakes, then there will be no such thing as failures; there will only be tries until we are successful. There will only be the experience of having missed the target on this particular effort.

It is an intriguing idea that we should set ourselves up as judges of what a child has learned in our classrooms this year; especially since the child who is making no mistakes very possibly came to us with enough knowledge about the target information that her brain has done very minimal novel neural firing. Compare her learning energy with the child who came knowing nothing about the subject at hand, and explosion after explosion of learning has occurred, yet this youngster will have made many mistakes along the learning path; and, therefore, receive a poor grade because we grade children on their learning trails and not on their final successes.

I have always thought the grading system is somehow backwards. Instead of my trying to figure out what the child has learned, that child should be giving me grades on how excited I had helped him become about learning, on how much curiosity I had stimulated and on how many different subjects, on how well I had understood that child and her style and her temperament and the differences in the way she and I think—or maybe the similarities—or my own wonder at

(see SEAY, pg. 5)

Tempo

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Connie McLendon

STATE BOARD OF EDUCATION APPROVES CHANGES IN G/T RULES

Changes to G/T Rules at First Reading

On February 16, the State Board of Education (SBOE) approved at first reading rules for Chapter 89, Subchapter A, Gifted and Talented Education. Several changes recommended by TAGT were made to the rules as printed in the winter issue of *Tempo*. Rule changes approved by the State Board follow: (italics indicate changes.)

89.1 Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

(1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in *the Texas Education Code*, 29.121.

(3) include data and procedures designed to *ensure that students from all populations in the district have access to services designed to identify gifted students.*

No changes to provisions (2), (4), and (5).

89.2 Professional Development

School districts shall ensure that:

(1) *teachers who provide instruction and services that are part of the program for gifted students* have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

2) *teachers who provide instruction and services that are part of the program for gifted students* receive a minimum of six hours annually of professional development in gifted education; and

(3) administrators *and counselors who have authority for program decisions* have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

89.3 Student Services

School districts shall provide an array of learning opportunities for gifted/talented students *in kindergarten through grade 12* and shall inform parents of the opportunities. Options must include:

(3) in-school and, *when possible*, out-of-school options relevant to the student's area of strength that are available during the entire school year.

No changes to provisions (1), (2), and (4).

89.4 Fiscal Responsibility

(No change)

89.5 Program Accountability

(No change)

The SBOE met on March 26 to discuss public comments received on Chapters 74, 76, and 89. Chapter 89 containing the rules for gifted and talented education will be on the May 16 State Board agenda for second reading and final adoption.

Senate Bill 1 and Legislative Intent

Determining "legislative intent" behind Education Code revisions from Senate Bill 1 (SB1) was the subject of a meeting February 20 between SB1 co-authors Senator Bill Ratliff, Representative Paul Sadler, and TEA leadership. Following are interpretations impacting gifted and talented education:

- ***No Pass/No Play Exempted Courses***

Responding to a TEA inquiry, Sadler and Ratliff said that SB1 *does* authorize the SBOE to designate advanced and honors courses for which students would be exempted under no pass/no play. Courses eligible for the no pass/no play exemption can also be determined *locally* based on the essential elements.

- ***Credit by Exam***

Sadler and Ratliff stated that the legislature intended only *one test* to be used for credit by examination, *not two*, and that ISDs *may not* charge students for credit by examination fees.

- ***Criteria, Policies, Rules***

SB1 directs the SBOE to develop *criteria* for gifted and talented programs, but does not direct the board specifically to develop *rules*. To clarify any confusion on this matter, Sadler and Ratliff said that criteria, standards, procedures, policies or requirements *are* as binding as rules.

- ***Grading Standards***

SB1 does *not* give the SBOE the authority to set minimum grading standards. The old Education Code had set a 70-out-of-100 minimum grading standard for course completion and promotion. School districts, not the SBOE, are authorized to set local grading standards.

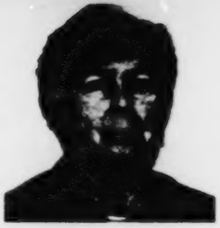
House Public Education Committee Chair Plans Statewide Meetings

The House Public Education Committee met recently to discuss the charges given to them by the Speaker of the House. The committee's top priority will be to monitor the implementation of SB1. Beginning in March, the committee plans to travel around the state visiting a different city each month. Sadler wants the committee to visit schools and observe classrooms on Friday and conclude the visit with a public hearing on Saturday. Chairman Sadler believes this procedure will show the ways SB1 is working or not working in schools across Texas. TAGT members are encouraged to attend these meetings and to let the committee know how SB1 is faring in their community.

Javits Program Administrator Position Saved

NAGC has informed state organizations that the Office of Educational Research and Improvement (OERI) has posted the position for Administrator of the Javits Gifted and Talented Program. Much of the credit for saving this important national office for gifted and talented education goes to TAGT members who contacted their Washington congressmen. Contact Gizelle Young at 202/ 219-1930 or by fax, 202/219-2106 at the U.S. Department of Education for information about the position. The Jacob K. Javits Gifted and Talented Program announcement from NAGC is located in Spreadsheet.

Association News



Meet Jean Gallagher who on March 4 joined the TAGT headquarters office team. Jean, working with Trey Watters in membership services, was greeted her first day on the job with 400+ scholarship applications to process. Jean brings more than ten years experience in association work to the TAGT team, having worked previously at the Capital Area Arthritis Foundation, the South Central Association of Blood Banks, and the American Medical Association. We are very pleased to have Jean in the headquarters office!

Winners Announced in TAGT Recruitment Drive

TAGT recently conducted a *New Member All-Region Recruitment Drive* from August to November, 1995. The results far-surpassed our goal, taking the current membership to 8,136. TAGT's strength and effectiveness as a state advocacy group is a strong, active, and growing membership.

The following individuals are recognized for their special recruitment efforts: Karen Fitzgerald, Spring Branch ISD; TAGT Region IV Director, enrolled 52 new members. Karen has won a roundtrip airline ticket from Southwest Airlines for anywhere in the Continental United States the airline flies. Dr. Peggy Kress, Round Rock ISD, enrolled 37 new members. Peggy also won a roundtrip airline ticket from Southwest Airlines for anywhere in the Continental United States the airline flies. Elizabeth Montes, El Paso ISD, enrolled 32 new members. Elizabeth won a 1996 TAGT annual conference registration and three nights hotel accommodations for the conference. Debra Midkiff, Grand Prairie ISD, enrolled 30 new members. Debra has a won a 1996 TAGT annual conference registration and three nights hotel accommodations for the conference, and Madeleine Bullock, Pasodale Middle School, Ysleta ISD, has won a 1996 TAGT annual conference registration and ticket to the Membership Luncheon and Awards Ceremony.

TAGT members recruiting more than ten new members have won a one-year extension to their current TAGT membership or may give the award to another individual or family. Winners are: Barbara Miller, T.H. Rogers Elementary and Middle Schools, Houston ISD; Nellie Jordan, John Neely Bryan Elementary School, Dallas ISD; Chris Johnson, Lake Travis Primary School, Lake Travis ISD; Dr. Michael Sayler, University of North Texas; Jane Burroughs,

(See EXECUTIVE DIRECTOR UPDATE, pg. 6)

SEAY, from pg. 2

the majesty of knowledge and my respect for life, both mine and hers, on how well I adapted to her learning modes and how I accommodated to her cognitive need.

The customer should be the one filling in the customer-satisfaction card, and not me, the teacher, filling in the teacher-satisfaction card.

Many programs for the gifted give gifted children grades. Divining what learning has taken place and separating it from what she already knew when she entered my classroom, brings to mind a haystack half full of needles, and I am to separate the needles and weigh them to see how sharp she was when she came into my classroom. And I guess the hay is the roughage that I feed her to keep her a regular student.

If having our gifted children grading their teachers sounds like too anarchic an idea, here's another suggestion:

Today we give a ceiling grade of what we perceive children know and we have a string of letters to indicate to what degree they are not meeting our little window of excellence, or of failure. It might be just the opposite. We should have just one grade, say "A," to indicate what they knew when they came in, and if they got the "A" on the report, it would mean that they didn't learn anything that they didn't already know. Then we would need a long string of alphabet showing exactly how much they have really added to their store of knowledge for the time period. So, if the child got an "L," we would have honestly taught them a lot. The way it is today, many children at the primary levels come in reading, and we spend a year teaching them "pre-reading skills." Maybe there should be an "-A" for when we subtract from their store of knowledge.

I am prompted to write these words because there are two kindergarten children in my district targeted for "failure" this school year who are identified as gifted children. What this seems to be saying is that we have not been paying enough attention to whether the mistakes the child makes are the kind that are moving him in the right direction, or whether we should be intervening in the mistake-making process to redirect the child's course.

Some very sound research on the kind of mistakes which lead to school failure is shudderingly chilling. Failing a child in school is a mistake in the wrong direction, according to Melissa Roderick, as reported in the December, 1995, Research Bulletin for Phi Delta Kappa. She writes that the proportion of students who are overage for grade by the time they reach high school has risen nearly 40% over the past two decades. Citing data that demonstrated many teachers believe that retention, particularly in the early grades, is an effective strategy to remediate poor school performance. Roderick goes on to conclude that repeating a grade provides few remediational benefits and, in the long run, places students at a higher risk of dropping out of school. The permanency of retention and the message it sends students have long term effects on self-esteem and school attachment that may override even short-term academic benefits, even when the retained students receive special services. Sophomore students who had repeated at least one previous grade dropped out at more than twice the rate of youths of similar reading levels who reported that they had never repeated a grade.

In a study of teachers' attitudes about grade retention conducted by Ellen Tomchin and James Impara, teachers often believed that early grade retentions give immature kindergartners through third graders a chance to catch up and have few negative impacts on self-esteem. Teachers overestimate the potential for benefits in early grade retention and seriously underestimate the enormous impact on the child's self-image and feelings of self-worth. The child perceives it as failure and a form of punishment which results in a stigma or mark of disgrace, and indelible stain on his or her reputation.

Qualitative studies often conclude that retention exacerbates disengagement from school and leads to increases in frustration. This is probably nowhere more obvious than in gifted students. Fragile to begin with, their personal esteems take failure seriously. Often a gifted child is given failing marks by the teacher for not completing homework. Some gifted students do not understand the need to do (what is for them) excessive amounts of homework because, "I see that I understand how to do this in 5 problems. Why should I have to do another 20?" Why, indeed. Is it because that I, the teacher, do need to work 25 problems and find it too restive an idea that Sue-Sue doesn't? There are students at the middle school level who receive failing grades for coloring; their map pencil strokes are not all going the same direction.

A recent article on grade reduction for behavior raises the question of whether a grade for academic performance is a grade for academic performance if someone takes off points for behavior, or for losing the book. One student whose grades averaged 99 in a history class was given a "F" because the teacher deducted five points for every time she did not bring her textbook to class. There is something wrong with this picture.

Does it bother you that we have trained our children that making high grades and not making mistakes is more important than the fact that they are not learning much that is new or novel to them?

In life outside school we usually get as many tries as we need to work out the solution to a problem. It is tragic when a child stops trying to do something that he was not good at the first time he tried it.

We cannot celebrate mistakes if we never want children to make any.

EXECUTIVE DIRECTOR UPDATE, from pg. 4

Barbers Hill Middle School, Barbers Hill ISD; and Tillie Hickman, Odom Academy, Beaumont ISD.

Many thanks to all of you who participated in TAGT's *New Member All-Region Recruitment Drive*, helping raise the membership bar to an exciting new level.

Top Ten Silly Myths About G/T Coordinators

Karen M. Fitzgerald
Spring Branch ISD

10. G/T Coordinators don't do anything.

9. G/T Coordinators don't let *anyone* in the gifted program.

8. G/T Coordinators let *everyone* in the gifted program, except my child.

7. G/T Coordinators have never spent a day in a classroom.

6. G/T coordinators never answer their phone messages.

5. G/T coordinators are required to have painted nails.

4. G/T coordinators are grossly overpaid.

3. G/T Coordinators always side with the parents.

2. G/T Coordinators sound like a "broken record" when they discuss gifted students.

1. G/T Coordinators spend a lot of time out of the district at meetings.

GIFTED AND TALENTED ADVOCACY THE ROLE OF EDUCATORS

Ernesto Bernal, Ph.D.
Arizona State University

The Texas Association for the Gifted and Talented continues to grow because of the enthusiasm with which gifted educators meet the challenge of supporting and conducting education for the gifted. However, if we want gifted education to thrive in this state, educators must become advocates for their local programs.

We have great opportunities right now to ensure continued support for gifted education. Texas has a new, but controversial, financial allocation system. One positive outcome of the new system could be the expansion of gifted programs. On the other hand, the Texas Education Agency is downsizing and there is the danger the agency's role in supporting gifted education could diminish.

As gifted education advocates, we face certain challenges. Some individuals are attempting to narrowly define giftedness. If successful, they would reduce the number of children eligible for our programs, especially children in non-dominant ethnic groups. The related threat of exclusivity in many gifted programs is another challenge. Only a few gifted programs have effective outreach to minority students and other gifted, but special, populations. We maintain barriers to entrance by insisting upon using a system of identification that seems more concerned with maintaining the prestige of the gifted label than with delivering a program for gifted and talented.

Another challenge in many local education agencies is excessive concern over teaching the "basics". These districts are overly committing their financial resources to that end, including money that used to go to gifted and talented programs.

How can gifted educators meet these challenges? First, educate your fellow professionals. Don't preach to them, just help them understand that the purpose of gifted and talented education is not exclusivity. Explain that we want to find *all* the children who are very able learners and help them become gifted adults.

Then give credibility to your claim of not being elitist by providing opportunities to a more diverse set of children to participate in your programs. Invite teachers on your campus to brainstorm effective ways of nominating and selecting children who are bright but haven't been selected for gifted education. Those who insist on identifying gifted children sometimes get things confused and standardized test scores becomes the only or ultimate criterion. Our task is selecting students not identifying the "one and only " gifted child. "Identification" is a status gate, where too many in gifted education justify allocation of special opportunities and limited resources to a very few able learners.

Next, let people see you at work, in your classrooms and curricular meetings. Too many people think that gifted and talented teachers don't have much to do, that since we have the "cream of the crop," our work is easy. So bring in your fellow professionals. Invite them to watch you teach a lesson, and then invite them to teach one - to select any topic, prepare a lesson that addresses multiple content objectives and levels of thought, and then come teach it while you take over their classes.

As we broaden our talent pool, we must up-date and re-design our curricula, making it more modern and more responsive to the characteristics of this broadened pool. We need not compromise our rigor or expectations, but we must become more thematic, cross-disciplinary, and sensitive to the varying cognitive styles of females and minorities. Gifted and talented curriculum must promote creativity and risk-taking. Our children must learn to behave a little bit like the gifted adults we want them to be.

To ensure the future of gifted education, we must eliminate so-called "compensatory " gifted education for minorities and institute instead programs that deal with the culturally different from where they are and educate them from that point. To do this would require that we expand our own ranks by recruiting, training, and certifying teachers from other fields (bilingual, for example) and get them to the point where they become fully certified teachers of the gifted. This will allow us to simultaneously provide appropriate education to special populations while expanding the offerings to the remainder of the gifted. For example, a team of bilingual teachers who are appropriately trained in gifted education could teach all our children to be bilingual.

(See BERNAL, pg. 12)

FORD and HARRIS, from pg. 1

Problem: Psychometric Definitions and Theories of Giftedness.

Most definitions and theories of giftedness are grounded in psychometrics. Thus, we rely heavily or exclusively on tests of intelligence and achievement to decide who is gifted. Little attention is given to those abilities difficult to measure by standardized instruments. Further, given that minority students often score poorly on traditional intelligence and achievement tests, they are unlikely to be identified as gifted. Standardized tests can serve as gatekeepers; minority students are frequently placed at a disadvantage because their abilities are neither identified nor served.

Solution: Contemporary Theories and Definitions of Giftedness.

Gardner's (1983) and Sternberg's (1985) theories hold that intelligence (e.g., creativity, interpersonal intelligence) cannot be adequately measured by traditional means. They also support the notion that gifted students must be assessed within a contextual framework that considers their cultural and ethnic background, and the quality and quantity of their learning opportunities. Adopting broader definitions and theories will increase the likelihood of having identification practices that are inclusive rather than exclusive.

Solution: Move From Identification to Assessment.

Identification confirms one's perception that a child needs special services, while assessment gives more specific information on the areas in which the child is gifted, as well as their strengths and shortcomings. Given these important distinctions, we must move from a testing culture to an assessment culture. In a culture of assessment, comprehensive information is gathered from parents, teachers, and students themselves, and all information is deemed useful to placement decisions. Numerous options exist for assessing minority students for placement in gifted programs; the most promising practices rely on multidimensional and multimodal assessment strategies (Harris & Ford, 1991).

Problem: Invalid and Unreliable Use of Instruments.

Arguments against using standardized tests with minority students have proliferated in recent years on the grounds that minority students are assessed by tests that do not reliably measure intelligence and achievement for their particular group. The tests only indicate how reliable the results for the groups upon which reliability was initially established. Specifically, because the life experiences and educational opportunities between minority and White students vary considerably. We should question the reliability and validity of these tests when used with minority students..

Solution: Select Instruments Carefully.

We must consider the purpose of the instrument, it's validity and reliability, the target population, and the limitations of the instrument itself (Hansen and Linden, 1990). Similarly, we need to use nomination forms and checklists for parents that are sensitive to all reading and educational levels. They must include specific examples and descriptors of how the characteristics are exhibited by minority students. It is recommended that teachers and parents complete the same checklists so that the selection committee or decision makers can explore consistencies or discrepancies in the responses of parents and teachers.

Problem: Reliance on Arbitrary Cut-Off Scores.

The decision to accept students into gifted programs based on a predetermined cut-off score is commonplace, yet there is little consensus on what that score should be. The rationale for these cut-offs is often unclear, and there is often little flexibility in interpreting scores. We can think of numerous instances when Black students were not admitted to a program because they had missed a cut-off by one point.

Solution: Use a Range of Scores and Group Norms .

All tests and ratings have measurement errors. These errors require that a range of scores be considered. Thus, while the district's cut-off score may be an IQ of 130, schools should accept students whose scores are within the range based on measurement errors; for example, accept scores of 124 or higher. Specific group norms should also be adopted. Many standardized tests have norms specifically for minority students. As the 1993 federal definition of gifted states, gifted students should be compared to their economic, as well as cultural and racial peers.

Problem: Reliance on Composite Scores.

The use of composite or global scores can hide the abilities, strengths, and achievements of students. For instance, a composite IQ score of 120 can be calculated in various ways: a non-verbal score of 100 and a verbal score of 140 or both non-verbal and verbal scores of 120. The same problem arises when subscale scores on an achievement test are combined. The use of an overall mean score makes it nearly impossible to develop appropriate programming for individual students; and it treats students receiving the same scores as if they are homogeneous.

Solution: Reliance on Subscale Scores.

Observations of subscale scores permit educators to develop profiles of students' strengths and weaknesses. With these data, schools can develop diagnostic and prescriptive means for meeting students' needs in specific areas. Schools, in essence, would recognize the heterogeneity of gifted students.

Problem: Reliance on Most Recent Test Performance.

Placement in gifted programs is often based on the child's most recent test and school performance data. An examination of early scores for minority students is important given that their test scores tend to *decrease* the longer they are in school (Ford, 1995, in press-b).

Solution: Consideration of Past Records.

By examining early school records, teachers can see indicators of potential and giftedness in the comments of parents and former teachers, and sometimes in test scores and grades. They can also look for descrepancies between subtest scores, and discrepancies between tests. Teachers can use records to recognize underachievement and determine whether it is subject-specific, global, situational, chronic, temporary, or teacher or peer related.

Problem: Inattention to Non-Cognitive Factors.

Many factors affect students' performance in evaluative situations. Most test manuals, including that of the WISC-III, caution test administrators to seriously consider such non-cognitive variables as health, motivation, and learning style in the testing and interpretation process.

Solution: Consideration of Non-Cognitive Factors.

Attention to motivation, school attitudes, test anxiety, self-perceptions, learning styles, and health promise to further our understanding of the responses of gifted minority students. If testing conditions are not optimal, test results must be interpreted with caution, and the decisions based on the results must be made carefully.

Problem: Heavy Reliance on Teacher Referral.

Teacher expectations, as influenced by their values and beliefs, significantly influence their decisions, including referrals. The practice of using teachers as primary identifiers of gifted learners carries numerous implications for the recruitment and retention of minority students, particularly as many teachers are not substantively prepared in gifted and multi-cultural education. This lack of preparation and experience decreases the probability that gifted minority students will be identified and placed.

Solution: Teacher Preparation in Gifted Education.

Teachers who hold stereotypes about gifted students as well-behaved and academically successful are unlikely to refer gifted underachieving students and those students who are currently misbehaving. Training in gifted education can increase teachers' understanding, awareness, and competence in recognizing gifted behaviors.

Problem: Lack of Attention to Cultural Differences in Learning.

When students are culturally different from ourselves, it is difficult to recognize their strengths. (It is easy, however, to recognize their weaknesses!) When cultures clash, teachers may not refer minority students who have different learning styles than gifted White students. Minority students often have learning styles similar to those of underachievers: concrete, holistic, field-dependent, social, tactile and kinesthetic learners (Ford, in press-b). Gifted nonminority students tend to be abstract, field-independent, and self-oriented learners (e.g., Dunn & Price 1980).

Solution: Pay Attention to Cultural Manifestations of Giftedness.

Gifted minority students share many of the strengths of gifted students in general. They retain and recall information well, enjoy complex problems, can tolerate ambiguity, are creative, extremely curious, perceptive, evaluative and judgmental, and interested in adult and social problems. To better understand and appreciate the strengths of minority students, educators must get to know them as cultural beings and individuals with strengths and potential.

Solution: Multicultural Training for Teachers.

To be successful in school and life, gifted minority students have been required to be bicultural, bicognitive, and bidialectic. These skills are not choices; they are prerequisites to school success. Unlike gifted minority students, teachers are seldom required to take on this arduous task. Preparation which focuses on individual differences attributable to race, gender, socio-economic status (SES), and geographic locale must be infused throughout preservice and graduate curriculum, including courses in gifted education.

Solution: Comprehensive Counseling Services and Trained Personnel .

Training is required for school counselors and psychologists to work effectively with the gifted student population; a significant portion of this preparation should be in multicultural counseling. Gifted minority students need socio-emotional support. Counseling strategies must address the following difficulties: identity both as gifted and minority, peer pressures and relations, feelings of isolation from both classmates and teachers, and sensitivity about feeling different as one of a few minority students in the gifted program. Inevitably, counselors must help gifted minority students be bicultural; help them to live and learn in two different cultures (Ford, Harris, & Schuerger, 1993).

Problem: Narrow Definitions of Underachievement.

Numerous definitions of underachievement exist, with most reflecting a discrepancy between (a) a standardized measure and actual school performance or (b) achievement and intelligence test scores. By implication, these definitions ignore the fact that many gifted and minority students do not necessarily perform optimally on standardized instruments.

Solution*: *Broader and Contextual Definitions of Underachievement.

Educators must use quantitative and qualitative indices to more effectively identify and better understand underachievement. For instance, underachievement should be analyzed relative to locus of control, fears and anxieties, self-concept, self-esteem, and motivation and effort. Educators should consider the influence of peer pressure on achievement and effort, explore underachievement in the context of the influences of overt discrimination and low teacher expectations, examine psychological or affective issues such as fears and anxieties, and observe cultural barriers to achievement such as home and community values that differ from school values (e.g., Fordham, 1988; Lindstrom & Van Sant, 1986).

Focus on the Potentially Gifted.

The emphasis on potential represents a progressive, future-oriented definition by denoting students' capacity to become critically acclaimed performers or exemplary producers of ideas in spheres of activity that enhance the moral, physical, emotional, social, intellectual, or aesthetic life of humanity (Tannenbaum, 1983). The most recent federal definition of giftedness (USDE, 1993) recognizes a broad range of ability and specifically mentions that no racial, ethnic, or SES group has a monopoly on giftedness. Renzulli's (1987) talent pool approach broadens the notion of ability and recognizes that some students face barriers to talent development. Talent pools acknowledge that lower test scores do not automatically equal lower intelligence or ability; many talents are resistent to formal testing.

Placement Considerations

It is not an easy decision for some minority students to enter gifted programs that are predominantly White and middle class. They may have to make significant personal, family, and social adjustments. Many may come from schools and communities in which they were the majority; in many gifted programs, they represent a distinct minority.

It is important to examine the type and location of program or services (e.g, acceleration, enrichment, resource room, etc). For example, some minority gifted learners feel uncomfortable in pullout programs where they are transported to a different school. This type of program may contribute to or exacerbate negative pressures from peers; that is, peers may be curious but envious over the special attention given to the child.

Minority students who feel social estrangement are likelier to experience both fright and flight from gifted programs. Interviews with students and their families about such concerns and other potential problems would be helpful in ensuring a successful placement.

We must gather as much information as possible on students' shortcomings in basic skills and learning style preferences when making placement decisions. Gifted minority students who lack basic skills will continuously play catch up and keep up when placed in a gifted program. Ideally, we must make all efforts to place gifted minority students with teachers who are effective in accommodating diverse learning styles and skill levels in the classroom.

Recommendations for the Retention of Minority Students in Gifted Programs

It is necessary that multicultural education be more completely integrated into curriculum in order to retain minortiy students in our gifted programs. A minority history month each February provides insufficient time to infuse minority students with pride in their racial and cultural heritage and the contributions of their ancestors to American history. Essentially, multicultural education for the gifted promotes mutual respect and understanding, comradeship, collegiality, and social and cultural awareness and understanding (see Ford, in press-a, for a more detailed discussion of multicultural gifted education)

In addition, more minority teachers must be recruited into gifted programs. The percentage of minority teachers is expected to decline from 12% to 5% (Education Commission of the States, 1989). These demographic projections indicate an inverse relationship between the number of minority students and minority teachers. The number of minority teachers in gifted programs has not received much attention in the literature. It is very likely that gifted minority students can go through their entire formal schooling without having a single minority teacher. This shortage of minority teachers translates into fewer role models and mentors for gifted minority and nonminority students.

Increased family involvement is also necessary to help keep gifted minority students in gifted programs. Substantive family involvement results in increased achievement and when parents are substantively involved, the likelihood of recruiting and retaining gifted minority students increases. Parents also play a major role in developing giftedness in their children, particularly those parents who are actively involved in their children's education (Bloom, 1985). We also must involve other family members in the educational process. Research indicates that minority students are more likely than other students to live in extended family situations. Grandmothers and other relatives can contribute positivley to a minority student's education (Ford, 1993).

Finally, schools need to provide a healthy organizational climate, one that is conducive to optimal personal-social and academic learning (Childers and Fairman, 1986). Minority gifted children will feel more comfortable, experience greater self-worth and, consequently, take more risks when the environment provides them with a feeling of significance, a sense of competence, and a belief that they have some control over important aspects of the environment. When gifted minority students are exposed to teachers who are empathetic, accepting, understanding, and genuine, and who foster a "curriculum of caring", teachers can expect gains in minority students' academic achievement and self-concept, as well as increased intrinsic motivation, attendance and class participation, and decreased feelings of alienation.

Developing Student Persistence

Once minority students have been recruited, the job has just begun. The task now becomes one of keeping minority students interested in and committed to the gifted program. Some strategies related to persistence are presented below.

Set clear expectations for students.

When our goals and expectations are clear, gifted minority students are likely to persist and succeed in the gifted program.

Enhance students' school competencies.

Self-understanding and self-awareness are important for success. Teachers and counselors should help gifted minority students gain a better understanding of their learning styles, area(s) of giftedness, as well as strengths and shortcomings. Educators must also take active and early actions to prevent or reverse underachievement.

Establish affinity support groups.

These groups include students who are assigned to a mentor (e.g., teacher, advisor) and whose members provide mutual support, and a sense of responsibility for the success of other members.

Provide comprehensive and continuous services.

Educators are encouraged to empower gifted minority students to feel that destiny is on their side, and that they are the future. Career and vocational guidance can provide students with practical experiences that enhance or sustain students' vision of the future. Mentorships and internships, in particular, provide opportunities for gifted minority students to see success in action. Personal guidance and counseling are also needed to help those minority students experiencing personal and interpersonal difficulties. Family, individual, and group counseling can be utilized to address the personal and interpersonal needs of gifted minority students. Academic guidance and counseling related to improving students' academic competencies is also needed, including tutoring, remediation, enrichment, and basic academic skills training.

A Final Word

Our efforts to identify and place minority students in gifted programs have increased in recent years. However, more concerted efforts must be aimed at the retention of these students once placed. In this way, we ensure that minority youth experience a sense of ownership and inclusion within the programs offered gifted students.

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BERNAL, from pg. 7

Sometimes, it seems we forget the ultimate purpose of gifted and talented programs is to find and educate the children who have the potential to become gifted adults. Children can be very bright without us. But that they have the commitment, the long-term motivation to succeed in doing things that are difficult to do, that is the job of the gifted program. Gifted education is about producing adults who are gifted, who are in the habit of being creative and taking intelligent risks.

It's time that we as educators of the gifted reach down into ourselves and unlease our own giftedness. We are always concerned about unleashing our students' giftedness. What about ours? Can we not also be creative? If we attend to these challenges, it will enhance the field of education for the gifted and cause us to grow. And those of you who know organizational theory know the importance of restructuring and renewal.

HISPANIC AND GIFTED/TALENTED: CAN YOU BE BOTH?

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Can a student in our American educational system be both a bilingual Hispanic and gifted? Of course!

Advocates of bilingual gifted students believe that we must appreciate a student's high academic performance capabilities while simultaneously valuing his or her competency in listening, speaking, reading, or writing a second language. Unfortunately, many educators overlook gifted learners who are culturally different because they do not neatly fulfill the requirements for identification and placement into gifted programs. Sometimes assumptions are made that children who demonstrate verbal competency in a language other than English do not have superior cognitive ability. Such assumptions must be addressed when developing and implementing programs for bilingual gifted students.

A Case for Developing America's Talent, the U.S. Department of Education (1993) report on gifted education, noted the underrepresentation of bilingual students in programs for the gifted. The talents of disadvantaged and minority children have been especially neglected. Most programs for these particular children focus on solving the problems they bring to school, rather than on challenging them to develop their strengths. This article proposes some strategies for the assessment of bilingual children as well as curricular and program strategies to help teachers and students.

Assessment of Bilingual Children

Traditionally bilingual students have been significantly under represented in programs for the gifted, although an estimated 3 to 5 percent of the Hispanic population are gifted and talented (Martinson, 1974). In order for educators to find this "untapped talent," it is pertinent to plan and develop an evaluation design for determining effective practices to be used with bilingual population.

The first step is identification of bilingual gifted students' talents, using instruments that are sensitive to abilities and potential. First, collect and analyze non-test data. Educators should be trained to use *Frasier's Talent Assessment Profile* (1990). It provides a visual profile of the student's strengths and weaknesses.

A second recommendation is the use of a portfolio or case study procedure to identify potential. Elements of the portfolio or case study should include information such as a checklist of behaviors identifying bilingual students with high potential, home data such as parent interviews, an informal language assessment that measures the quantity and quality of functional communication competencies at home and school, set ratings and a dialogue journal between the teacher and student that emphasizes communication and meaning over spelling and grammar (Robisheauz and Banbury, 1994).

A third recommendation is the selection of appropriate IQ tests and/or achievement tests. The *Raven Progressive Matrices* is highly recommended for bilingual students because it is a non-verbal intelligence test. Achievement tests should be administered int he student's dominant language. Spanish achievement tests, such as *Prueba*, *Aprenda*, and *SABE* are widely used in bilingual programs for determining cognitive abilities in language and mathematics.

Other instruments to consider are the *Structure of the Intellect* (SOI) and *Torrance Tests of Creativity*. The SOI provides information on 26 different abilities that show where the gifts are, whether there are any abilities in need of being developed, and how the near-gifted can become gifted. The *Torrance Tests of Creativity* are also highly recommended as research suggests that culturally diverse students possess many traits that fall under the creative characteristics related to that particular area of giftedness .

Characteristics of Culturally Diverse Students

Behaviors of the culturally diverse may reflect creativity in various ways. Thomson and Cisternas (1981) suggest that code switching, or the mixing of two languages in a creative way to enhance communication, may be characteristic of giftedness. Lara (1994) suggests that the ability to acquire a second language with ease is another characteristic of gifted children that is often overlooked if a district does not value the native language and culture of the child.

Torrance (1979) suggests that there are many characteristics of gifted students that are consistent among culturally diverse students as well. These include the ability to express feelings and emotion, to improvise with commonplace materials and objects, to articulate well in role playing and story telling and to demonstrate persistence and creativity in problem solving.

Curricular and Program Strategies

Teachers

Bilingual educators need to be trained to assist in the data collection, analysis, and evaluation of potentially gifted bilingual students. This training should address the students' intellectual, creative, affective, and linguistic needs of the culturally diverse students. Teachers of gifted bilingual students must also possess specific skills in order to communicate effectively with them. Those skills identified (Kito and Lowe 1975) as necessary for effective communication include a knowledge of the individual's culture, an awareness of situations which may be culturally sensitive and knowing how to respond appropriately in such situations.

Although proficiency in the students' language(s) is not a requirement for teachers of bilingual gifted students, it is certainly beneficial. Teachers need to be sensitive to cultural issues as well. Torrance (1975) strongly promotes the concept of students teaching teachers about their culture through informal sharing experiences. Teachers should also be aware that although gifted bilingual students may be highly articulate in their native language, they may not be at a stage where they are able to exhibit that same ability in their second language (Valencia, 1985). Therefore, the curriculum should be differentiated according to the specific needs of the students in order for them to be successful.

Students

In order for students to succeed in school, they must understand academic material. Therefore, they should be provided with the appropriate support system for expanding their experiences. Culturally diverse students bring background knowledge to school that should be valued and utilized to expose students to diverse points of view. Assess the student's ability to think critically and creatively and solve problems in their native language. Failure to maintain and continue the development of the primary language during the second language acquisition can result in the loss of the primary language. Students also need to be allowed to refer to concrete materials, paraphrase, repeat key points, and act out meanings as needed. Children from culturally divers, linguistically different, and economically disadvantaged populations tend to learn better by experimenting and testing a variety of alternatives (Kolesinski, 1991).

Cooperative learning is another strategy that provides bilingual gifted students with the opportunity to practice a second language while interacting with their peers. By requiring that all group members participate, all students will have the opportunity to share in the success of the project. Allowing students to share real life issues and bring in related products that are relevant to them, stimulates the student and offer opportunities to explore and incorporate cultural values in the classroom setting. (Renzulli & Reis, 1985).

Gifted children often excel in their ability to acquire and develop concepts faster than average children. Therefore, allowing bilingual gifted students to work on some problems without necessarily providing verbal explanations would allow them to express themselves without the language acting as a barrier (Frasier, 1978). In order for bilingual gifted students to be successful, they should be given the option to pursue their areas of interest in either their native language or English (when appropriate). Resources should be made available to them so they are provided the same opportunities as English proficient G/T students have.

Conclusion

It is imperative that educators understand that by adopting the strategies normally used with gifted students, bilingual gifted students can develop skills and competencies that are transferable across languages. Educators need to utilize better methods of evaluating students' abilities to think critically and creatively and solve problems in more than one language. We must emphasize the development of strengths rather than focus on their deficiencies and allow students to develop through their strengths. This will mean that many traditional gifted programs will need to be reevaluated in order to maximize the talents of bilingual gifted students.

American education is now at a turning point. It requires us to reach beyond current practices and strive for excellence in education for all students, especially our bilingual gifted children. We must support projects working to develop talent in diverse populations and eliminated barriers to participation in programs for students with outstanding talents. Bilingual gifted students who are identified and encouraged to develop their linguistic, intellectual, creative, and leadership abilities, can provide an immense pool of future leaders.

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(See RENDON, pg.12)

The Education of a Gifted Non-English Speaking Immigrant

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Recent immigrants to America with little or no prior school experience are a group from whom we seldom notice or find potentially gifted children. Our legitimate concern with their language and cultural adaptation often causes us to overlook gifted behaviors. The evidence is there if we take the time to look, are willing to make referrals and have a school that provides procedures for assessing the talent of these children. Our recent experience at the Fort Stockton Intermediate School with placing a Limited English Proficiency (LEP), monolingual Spanish-speaking student in our gifted program may help others who find themselves in this situation.

Upon entering our school, Pam was placed in a multi-age, multi-level homeroom for recent immigrants with no prior schooling. I am a teacher in that program. During my first semester with her, I observed her inquisitive, verbal, and highly intelligent responses and inquiries. She wanted to know the how and why of every concept I presented. She often asked, "What if?" Most of the time she generated unusual or creative responses. I observed her lack of satisfaction with answers the teachers gave her and she challenged many of our explanations.

The behaviors and abilities Pam demonstrated were characteristic of gifted children. She was referred for testing and met the district's standards for placement in our gifted program. Her profile indicated several strengths, including a Matrix Analogies Test score above average for her peer group and teacher-recognized strengths in both math and language arts.

Placement in the regular gifted program was problematic. Both of the teachers were monolinguistic English speakers. We considered using me for her gifted instructor, but I was not certified for teaching gifted students. Our solution was to meet as a team of LEP and gifted education teachers. We planned modifications in her curriculum and instruction, including assigning a bilingual assistant to interpret her lessons in the gifted education classes and having that assistant available the period following the gifted classes for help with assignments. Pam was also allowed more time to complete her assignments as she would first do the work in Spanish and then work with her aide to translate the work into English. Eventually, Pam took complete responsibility for translation of the work she did.

I was able to provide additional help with Pam's English; for the first 12 weeks of school, she came to my house at night and on weekends for extra help. As the year progressed and her English proficiency increased, the amount of extra help she needed lessened.

The process of learning a new language and participating in gifted-level instruction was not easy for Pam. Early in the process, she became discouraged and wanted to quit. Her discouragement was not because she felt incapable of doing the work or of learning to understand English; rather, it came because she felt her extra school work kept her from labor required to help her family in their home.

As her teachers, we were sometimes exhausted by the process of developing the best education for this gifted child. It took extra time and effort on all our parts, but we have been rewarded for our efforts. Our compensation is Pam's academic performance and her increased self-esteem.

Through a lot of praise and encouragement, Pam is now successful and enthusiastic about her efforts and her classes. She is currently in her fourth six-week grading period and has maintained a 96% average in her gifted math and language arts classes. The cooperative planning we did between the LEP and gifted programs was very successful in addressing her needs and we are enthusiastic about her potential for even greater success. Gifted individuals exist in all populations if teachers take the time to look and work together to provide appropriate services linked to the student's strengths and needs.

Discovering and Nurturing Talents in Hispanic Students

Marta Mountjoy
Garland ISD

Garland Independent School District is a suburb east of Dallas with 43,000 students in kindergarten through 12th grade. These students have the following ethnicity: 19% Hispanic, 14% African American, 5% Asian, .7% Native American, and 61% other. Until the 1994-95 school year, the gifted and talented program identified intellectually, academically, artistically, and musically talented students using typical assessment procedures and measures such as the *Kaufman Brief Intelligence Test* (K-BIT), the *Iowa Tests of Basic Skills* (ITBS) reading or math scores, the *Visual-Motor Integration Test* (VMI) and several informal assessments.

Identified students in elementary, middle, and high school received instruction in magnet schools. Participants were placed in homogeneous and heterogeneous classroom arrangements. Analysis of the ethnic configuration of these programs found the following representations: 2% Hispanic, 5% African American, 6% Asian, no Native American, and 87% other. The gifted program populaton did not reflect accurately the district's overall ethnicity.

Although the elementary bilingual teachers had occasionally referred potentially gifted Hispanic students, these students were seldom placed in the program. When these students were assessed using traditional achievement, ability and fine motor tests, they seldom obtained scores as high as the identified gifted students. This pattern of referral and nonacceptance was frustrating to teachers, parents, and students.

The search for an equitable solution to this problem became an ongoing concern. We heard about some exciting possibilities occurring in the Edgewood ISD from Dr. Cynthia Shade's presentation at a TAGT conference. She spent several hours at the conference and later visited our district. We used her ideas to modify our identification procedures in four ways: 1) focus more of the assessment on potential, creativity, and problem solving, 2) administer tests in Spanish to the bilingual referrals, 3) provide identified bilingual gifted students with a bilingual gifted class as an integral component of our magnet school program, and 4) develop and provide a summer enrichment program for bilingual gifted students.

Refocus Assessment on Potential, Creativity, and Problem Solving

To implement these modifications, we administered the *Torrance Test of Creative Thinking (TTCT)*, Figural Booklet A. We hoped this instrument would measure more accurately a bilingual student's ability to think, be divergent, and solve figural puzzles. *The Screening Assessment for Gifted Elementary Students-Primary (SAGES-P)* was also added. The version we used was a Spanish translation of the SAGES-P provided by one author, Dr. Susan Johnson of Baylor University.

The *Matrix Analogies Test-Short Form* (MAT-S) as it was a nonverbal assessment of aptitude. The test requires no language, but directions can be given orally. The Garland Bilingual Education Coordinator translated these directions into Spanish. She also translated the directions for the TTCT and the VMI into Spanish. We retained the VMI from our previous assessment procedures.

We also found the Spanish version of the ITBS, the *Spanish Assessment of Basic Education* (SABE). We still used the mathematics and reading portion of the assessment.

Besides the nonverbal assessments and making the Spanish translations, we did specific training for all grade one bilingual teachers. Dr. Shade returned to our district and conducted five days of training on the characteristics and needs of gifted Hispanic children. She also described and explained the assessments we would be using later in the year for identification. Part of the time was spent developing and demonstrating classroom activities and materials.

The bilingual teachers learned to administer the assessments. They took the same tests their referred students would be taking as part of the training. The teachers practiced administering the tests. Dr. Shade monitored their practice.

During our initial year of the new assessment program, the grade one bilingual teachers gave the formal assessments to groups of four to six students while the district bilingual coordinator supervised the other children. The bilingual program evaluators scored the tests. Although this process was successful, we were uncomfortable with the consistency and quality of the testing.

The second year we gave the job of testing to the bilingual evaluators. They traveled to each campus regularly to conduct other kinds of evaluations anyway. This past year we brought all nominated bilingual students together on the same Saturday we did general assessment for our gifted program. This seemed to provide a very efficient and reliable procedure.

Our experiences with the alternative assessments and procedures have been promising. We had an increase in first grade bilingual students who qualified for our program. The identified students' have outscored their peers and produced exceptional products since their participation the program began.

Bilingual Gifted Classes in the Elementary Magnet Schools

Once we identified the bilingual gifted children, we wanted to ensure their success in the magnet program. To accomplish this goal, we developed new bilingual gifted classes at the elementary magnet schools. We provide all of the magnet school publications in English or Spanish versions.

The bilingual gifted students remained in their bilingual homerooms for language arts and mathematics. They joined the other gifted magnet-school students for all other classes and school-wide enrichment activities. The bilingual gifted teacher, with the help of one aide, provided enriched and accelerated Spanish instruction. She worked with the students in large and small groups and used formats of instruction similar to those used by the other magnet school teachers.

During our second year, the second grade bilingual gifted students are integrated into even more classes and opportunities. They have acted as Spanish instructors for their English-speaking friends.

Summer Bilingual Gifted Opportunities

All nominated and selected bilingual students each year have the opportunity to attend a summer enrichment program at low or no cost. This component of our program was not part of the original Edgewood model.

The four-week program ran concurrently with our state required bilingual summer school. This allowed us to piggyback for transportation and use the elementary campuses. We did not incur any extra expenses for buses, drivers, building utilities, or administration.

The trained gifted and bilingual teachers designed the program. It was based on an interdisciplinary model with many hands-on activities in science, mathematics, and art. Classes focused on the development of creative and critical thinking skills, as well as English language acquisition skills. Throughout, we emphasized to the students that they were gifted and Hispanic; we hoped this helped them to see the fit between these ideas.

Funding for the classes and salaries came from the local bilingual gifted program budget, as well as the nominal fees some students paid to attend.

Conclusions

We are now in the second year of these program changes. In that time, the Hispanic makeup of our gifted program has increased from 2% to 3.5%. Many identified, bilingual students from the initial group of first graders selected are being mainstreamed into several regular, English-speaking magnet classes and extra-curricular activities.

The modest steps we have taken are just the first of several we hope to take. Future ideas include: training of all K-12 bilingual teachers in using thinking skills and other gifted techniques and materials in their classes; increased involvement of the parents of the bilingual gifted students in the magnet school PTA or as classroom volunteers or mentors; and increased community awareness concerning the existence and needs of bilingual gifted children.

HEINIG from page 21

Just as important, by spending all day with intellectual peers, my daughter and her classmates have learned that their brain power is not only admirable, but something to revel in. This is a rare and wonderful lesson in a community that hands out trophies for sports, but not for schoolwork. So is the corollary: that intelligence, like the muscles of a powerful swimmer, can be exercised and stretched, so that all kids can achieve their personal best.

(Robin Marantz Henig lives in Tacoma Park, MD. This was reprinted from an October 1994 article she wrote for *The New York Times Magazine*.)

THE DUMBING DOWN OF GIFTED CHILDREN

Robin Marantz Henig

Last summer, I ran into my neighbor when I dropped by the pool for an evening swim. She was sitting in the slanting sunshine, a closed paperback on her lap, as she and the other swim-team mothers waited for practice to end.

I asked how her sons were enjoying the summer and she told me how well they were doing on the team. She even told me their best lap times, in seconds, down to the hundredths. This was not bragging, simply the way things are around here. Yet when she asked about my daughters, I didn't tell her that both had been accepted for the highly selective academic programs in their respective schools. This is also the way things are around here.

My neigbor and I are products of our national ambivalence about abilty: it's O.K. to extol athletic excellence, but there's something elitist, or at least unseemly, about even acknowledging intellectual excellence.

The notion of intellectual accomplishment, as opposed to performance in other spheres, must be uniquely threatening to the American egalitarian spirit. How else to explain the offensive attitude of many public schools - the very places where academic achievement should be cultivated and celebrated - toward our brightest children?

School officials seem to make decisions based on the belief that no child is smarter than any other child. But of course some are smarter, just as some are better athletes or musicians. The school system's lie hurts everyone, but especially the kids with the greatest intellectual promise.

When the boy across the street asked for harder work in sixth-grade math, he was told he couldn't get too far ahead of the rest of the class - it would run counter to the school's group-orieted philosophy. Yet he was capable of working at an eighth-grade level or higher, while some kids in his class were still mastering third-grade skills. What perverse logic would force him to tread water for an entire year so as not to outdistance the others? If he were a 12-year-old Michael Jordan, would his coach caution him not to make too many baskets so the others would have the chance to score?

Very bright kids are a victim of "heterogeneous classrooms," which lump together children who perform at, above and below grade level. My own daughters, now 10 and 14, wasted a lot of time in heterogeneous classrooms while the lesson was repeated again and again until everyone got it.

When my younger daughter was in third grade, the teacher said she wouldn't call on her when she raised her hand because the teacher knew she knew the answer. So my daughter sat quietly, trying hard to focus on the lesson even though she couldn't participate. Expecting her to bloom intellectually in such a setting is like expecting the young Jordan to get better at basketball just by showing up at a gym.

My older daugheter suffered similarly until in fifth grade she moved to a homogeneous class, one of the few our school system still grudgingly offers. Finally, she could learn something each day that she didn't already know. "It's perfect - I love it - everyone's like me," she said after her first day. They weren't, really; they were white and black and Indian and Chinese and Hispanic and Sri Lankan. But because they were all so smart, they were all equal.

This brings us to the real paradox. When all abilities and races are thrown together, the result is not always the idealistic rainbow-hued melting pot we wish it to be. All too often what emerges from those great stews of heterogeneity is the dissonant stirrings of racism.

In my younger daughter's mixed-ability third grade class, most of the children working below grade level were Black and Hispanic. This was obvious to anyone in the room, including the children. No one talked about it, though, so no one helped the children grapple with the complicated questions of how much of the split could be traced to some inherent racial differnce and how much to a gumbo of external factors like income, family structure, attitude or culture.

The unspoken lesson my daughter took away from the heterogeneous classroom was not one of tolerance and understanding. It was that the lowest achieving students - for whatever reason- tended to be the minority kids.

The disturbing racism of my younger daughter's third-grade year eased once she got into a homogeneous class of high-achieving students. There she found many minority classmates who were just as smart as she was, leading her to the inescapable conclusion that intelligence has nothing to do with skin color.

(see HENIG, pg. 17)

ALTERNATE IDENTIFICATION FOR GIFTED AFRICAN-AMERICANS

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To understand the unique needs of gifted minorities, we must reevaluate our established methods of operating gifted programs. The ethnic and economic makeup of America today demands that programs to educate and train gifted students cross all economic and ethnic barriers (Goertz and Phemister, 1994). Through alternative testing procedures, we can identify more gifted minorities. This affords gifted programming to all school populations while recognizing cultural and ethnic diversity.

Gifted programming often overlooks the cultural diversity of students in schools. While Blacks represent an increasingly larger percentage of the total U. S. population (Ford and Feist, 1993), Blacks are often underrepresented in gifted programs.

Typically, a general intellectual ability model is used in the testing and identification of gifted learners. Students are screened using basic skills tests, such as the *Iowa Tests of Basic Skills* or the *California Achievement Test*. Additionally, programs usually administer ability or IQ tests (Eby and Smutny, 1990). The *Otis-Lennon School Ability Test*, the *Standford-Binet IV*, or the *Cognitive Abilities Test* are examples of these types of instruments.

Forty-four states, responding to a national survey on testing instruments used in the identification of gifted learners, used an IQ test. The exception was California, which banned the use of IQ tests in assessing Black learners (Patton, 1992). Intelligence tests measure distinct cognitive skills specific to Western Culture. Consequently, we overlook many minority students, especially Black children. The problem, as stated by Patton, is a lack of systematic well-defined logic for assessing and identifying gifts and talents among Black learners.

The misuse of standardized tests or bias of teachers or administrators may account for the underrepresentation of Hispanics and Blacks in programs for the gifted and talented (Bracey, 1992). Moreover, Blacks may remain unidentified because of cultural ignorance. Landau (1990) writes:

> It must be remembered, however, that giftedness is a relative concept, always relating to a certain frame of reference, not to international, national, or regional norms. This means that an outstanding, intelligent child in culturally deprived surroundings needs special encouragement for his needs although he or she is not outstanding in a more privileged environment (p. 67).

Alternative Testing Instruments

We can modify the procedures for identification to find culturally and economically diverse students. For example, identification should focus both on the diversity between populations and on the diversity within the populations. Data for placement should be gathered from multiple sources, both objective and subjective. Attention should be given to the varying ways in which children from different cultures manifest behavioral indicators of giftedness (Clark, 1992).

An example of an alternative testing instrument is the *Abbreviated Binet for Disadvantaged*. This instrument is a modification of the *Standford Binet IV* intelligence test. Economically disadvantaged children who are gifted show patterns of strengths different from those focused on in regular IQ tests. Visual and auditory content, memory, convergent production in practical problem-solving situations, fluency of ideas, spontaneous categorization of spatial items, and awareness of natural relationships are a few of the strengths shown by gifted Black-Americans (Clark, 1992; Clendening and Davies, 1980).

Another test that measures many characteristics of minority children is the *Raven Standard Progressive Matrices*. The Progressive Matrices test was developed to measure ability without the scores being influenced by an individual's previous knowledge or education (Raven, Raven, and Court, 1993). The Ravens provides a series on nonverbal, nonacademic shape problems. Students' ability is determined by their ability to see patterns within the problems.

In assessing mental ability, the *Kaufman Assessment Battery for Children* (K-ABC) has been effective in evaluating minority students. Blacks, as a group, have scored higher on the K-ABC than on more traditional intelligence tests (Patton, 1992). The K-ABC focuses on process rather than content. It deemphasizes factual knowledge and applied school-related skills. This makes the test useful in assessing the intelligence and achievement for all children especially gifted minority children and gifted children with learning problems (Clark, 1992).

Divergent thinking is often defined as fluent, flexible, original, and elaborative thinking abilities. These skills are not measured easily with traditional aptitude or achievement assessments. The administration of a test for divergent thinking is beneficial in identifying gifted and talented Blacks, especially when their gifts and talents do no manifest themselves using standard testing procedures. The *Torrance Test of Creative Thinking*, measures divergent thinking, an important dimension of giftedness. It does so in a culture-fair way.

Important Considerations

There are two significant needs for bringing more gifted minority students into gifted programs (Weaver, Dandridge, and Matthew, 1993). First, we need measures that increase the representation of economically disadvantaged and culturally diverse children. Additionally, there is a need for appropriate programming and support services. These services would address the cognitive and affective needs of gifted children once they have been identified. Furthermore, if the under-representation of culturally different groups is a reflection of biases in the identification process, then careful study is necessary to find out if the breakdown is in the referral process, in the assessment process, or both (Scott, Perou, Urgano, Hogan, and Gold, 1992).

In creating a plan for identifying gifted and talented Blacks, careful consideration should be given to understanding the cultural diversity that exists within this group. Too often, gifted minorities find themselves between a rock and a hard place when cultural expectations of their indigenous groups are in conflict with those of the dominant group (Ford, Harris, & Schuerger, 1993, p. 409). Indeed, Blacks differ from other sociocultural groups culturally, philosophically, and spiritually. Therefore, the testing instruments used should reflect this distinct diversity. In addition, effective learning environments could help to develop gifts and talents in Blacks.

One administrative model effective in including many gifted individuals is Renzulli's *School Wide Enrichment-Revolving Door Model*. With a Talent Pool, up to 20% of a school's population are provided with performance-based learning situations in the regular classroom. Based on their interest in particular topics or problem areas, participants revolve into or out of advanced-level experiences.

Another approach is addressing the specific aptitude model of individual students. This means matching the strengths and talents of an individual student with appropriate program options for that child. Math is the most frequent aptitude addressed. Additionally, literature/ writing programs, science options, or music and art programs are offered in some schools. This approach benefits minority students who display talent in a specific area, but do not have elevated performance in all subject areas.

The application of alternate testing and identification procedures will increase the placement of culturally and ethnically diverse students, such as Blacks, in gifted programs. Placement can afford an education that prepares them for the future. It also better equips them with the tools necessary for success.

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Using the Texas Bluebonnet Books for Bibliotherapy

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Gifted children not only think differently from their peers, they also feel differently (Silverman, 1993). Coping with real or perceived social and emotional problems is a major concern of many gifted students. In recent years, parents and school personnel have become more aware of the need to address these affective needs in a non-threatening environment.

Bibliotherapy is one strategy available for helping gifted students deal with their social and emotional needs through a deliberate process of interaction and reaction to problems presented in children's literature. Dealing with the feelings of a fictionalized character is often less intimidating to children than dealing openly with their own problems. The use of literature also serves to demonstrate to children that they are not alone in their feelings (Adderholdt-Eliot, 1989).

Therapeutic reading can be utilized to solve existing anxieties and concerns, help the gifted individual meet unique needs, or prevent particular problems from becoming serious as children grow up (Jeon, 1992). Additionally, bibliotherapy uses the strengths of gifted students because it combines their love of reading with their ability to generalize and think abstractly about their social and emotional needs.

The process of bibliotherapy involves several steps including identification of student needs, selection of quality literature, motivation of the student, reading the book, and time for student reflection, discussion, and closure. Of utmost importance is that reading be followed by discussion with a concerned adult who has also read the book and who is prepared to help students clarify their feelings. As children talk about their feelings, they internalize their own set of values which helps them confront problems as they arise.

Books chosen for bibliotherapy should meet strict literary standards. Theme, plot, character development, and writing style should be considered as part of the selection criteria. Even though many books may be recommended for bibliotherapy, access to the books can be limited. For this reason the Texas Bluebonnet Award reading list can be recommended as a source for new titles.

Twenty books are selected annually for inclusion on the Bluebonnet reading list by a state-wide panel of librarians. these books must have been published within the last threee years and reviewed in recognized sources. They can be found in most elementary, middle school, and public libraries. Thus many Texas children have ready access to these books and may already be familiar with them. The high visibility of the Bluebonnet books is likely to increase their appeal to readers, and their high quality will more nearly insure that the standards of bibliotherapy are met. Table 1 lists the 1994-95 Texas Bluebonnet books, a brief summary, and suggested extensions.

Not every book on the 1994-95 bibliography is directly related to a topic for bibliotherapy. Suggestions for extension activities have been made to help students and bibliotherapists make connections between books and possible areas of concern.

Problems such as loneliness, death, divorce, feeling different or inferior, and the sense of being misunderstood by classmates and adults are situations shared by many gifted children. Thereapeutic reading programs provide opportunities for gifted students to make connections between books and their own lives. By anticipating these situations, the teacher or counselor can use literature to help children deal with these affective concerns.

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Table 1
Bluebonnet Reading List, 1994-95

Author: Alexander, L. (1992) **Title:** *The Fortune-tellers*. New York: Dutton.
Theme: Positive self-perception, hope, dishonesty
Brief Summary: A young African carpenter form Cameroon assumes the identity of a fortune teller and, in doing so, brings prosperity to the people of his village.
Extension activity: Are the old fortuneteller's predictions similar to ones found in the horoscope column in your local newspaper? Save the column for several days and compare its predictions to what happens to you.

Author: Bash, B. (1993). **Title:** *Shadows of the Night: The Hidden World of the Little Brown Bat*. San Francisco: Sierra Club Books.
Theme: Fear of bats, superstition.
Brief Summary: Science fiction has portrayed bats as scary, harmful creatures. By following the life cycle of the brown bat, the author dispels the myths and mysteries that surround these insect-eating flying mammals.
Extension Activity: Survey your classmates to determine what animals they are fearful of and why. Conduct research to prove or disprove the reasons for their fears.

Author: Byars, B. (1991). **Title:** *Wanted...Mud Blossom*.. New York: Delacorte.
Theme: Anger, honesty, sibling rivalry, friendships
Brief Summary: Junior Blossom blames his grandfather's dog, Mud, for the disappearance of his class' hamster, entrusted to Junior's care for the weekend. He insists that the dog be tried for murder.
Extension Activity: With several classmates, select a real-life situation and conduct a mock trial.

Author: DeFelice, C. (1992). **Title:** *Devil's Bridge*. New York: Macmillan.
Theme: Death of father, feelings of guilt, honesty, remarriage of parents.
Brief Summary: Twelve-year-old Ben tries to prevent two unscrupulous fishermen from winning the annual fishing contest which had been previously won by his father. The recent death of his father, and overprotective mother, and the adjustment to mother's new friends are issues Ben faces.
Extension Activity: Develop a list of ten ways your mother or father is overprotective. Then create and prioritize a list of the top ten reasons why a parent might act that way.

Author: Fleischman, S. (1992). **Title:** *Jim Ugly*. New York: Greenwillow Books.
Theme: Separation from loved ones, self-reliance, relationship between a boy and his father's dog.
Brief Summary: Aided by Jim Ugly, his father's dog, Jake Bannock sets out to find his actor father, who seems to have been murdered. This humorous story traces Jake's adventure from the grave site, to trying to avoid a bounty-hunter, to finding his dad riding a trolley in San Francisco.
Extension Activity: Originate a list of ways you would have to be self-reliant if one or both of your parents could no longer take care of you. Judge which would be the hardest thing to do by yourself.

Author: Garland, S. (1993). **Title:** *Lotus Seed*. San Diego: Harcourt Brace Jovanovich
Theme: Preserving family traditions, ethnic pride, effects of war, immigration.
Brief Summary: A Vietnamese family's heritage is remembered with the passing of a lotus seed from generation to generation.
Extension Activity: Bring a family heirloom or a picture of the heirloom to school and tell your class or teacher why it is important to you and your family.

Author: Getz, D. (1992). **Title:** *Almost Famous*. New York: Holt
Theme: Illness of sibling, daydreaming, attention seeking, friendship.
Brief Summary: Clever ten-year old Maxine befriends Toni, a lonely girl with personal problems, while seeking an appearance on the Phil Donahue show.
Extension Activity: Create special personalized greeting cards to honor the major story characters. The message and decorations should reflect your feelings about the characters and their unique qualities.

Author: Griffith, J. (1993). **Title:** *Granddaddy and Janetta*. New York: Green Willow Books.
Theme: Separation anxiety, intergenerational friendship.
Brief Summary: Janetta takes her first unaccompanied train trip from Baltimore to her grandfather's farm in Georgia, but she worries about leaving her mother home alone.
Extension Activity: Develop other situations that might cause some of the same emotions.

Author: Hadley, I. **Title:** *The Original Freddy Ackerman*. New York: Margaret K. McElberry Books.
Theme: Divorce, step siblings, separation anxiety, loneliness, friendship.
Brief Summary: While Freddy's mother is on an extended honeymoon, Freddy spends the summer with two eccentric aunts on an island in Maine and becomes mixed up in a get-rich-quick scheme involving stolen property and letter writing. In the end, Freddy finds a sense of family and a more positive self-image.
Extension Activity: Compose two sets of cinquain poetry to describe Freddy and his two aunts at the beginning and end of the story.

Author: Krull, K. (1993). **Title:** *Lives of the Musicians*. San Diego: Harcourt Brace Jovanovich
Theme: Musical talents, creativity, perseverance.
Brief Summary: tantalizing tidbits about the lives of nineteen notable musical giants from Vivaldi to Woody Guthrie are highlighted. Personal habits and eccentricities are discussed along with a sense of appreciation for the musicians' lives and times.
Extension Activity: Write bio poems describing some of the musicians chronicles in this book. Include some of their personal eccentricities. Write your own bio-poem describing your special talents.

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Table 1 Continued

Author: MacLachlan, P. (1993). **Title:** *Baby*. New York: Delacorte.
Theme: Abandonment, death of sibling, suppressed emotions.
Brief Summary: By caring for an abandoned child, a family learns to cope with the recent death of a baby brother.
Extension Activity: Make a double entry journal. Recall the events of each chapter on one page and on the facing page respond to it.

Author: Namioka, L. (1992). **Title:** *Yang the Youngest and His Terrible Ear*. Boston: Little Brown.
Theme: Athletic talents, lack of musical talents, individuality within a family, self-esteem, feelings of inferiority, cultural differences, friendship.
Brief Summary: Recently immigrated from China, musically untalented nine-year old Yang Yingtao would rather play baseball than the violin, but he does not want to displease his music-loving family.
Extension Activity: Design a quilt square that describes Yang Yingtao and his special talents and another square that describes you and your talents.

Author: Naylor, P. (1993). **Title:** *Grand Escape*. New York: Antheneum.
Theme: Jealousy, acceptance by peers, kindness, peer pressure, gangs, problem solving.
Brief Summary: Two pampered cats run away from home, risk their lives trying to be accepted into a gang of neighborhood cats, and re-evaluate their feelings toward home and security.
Extension Activity: Moderate a panel of students discussing the positive and negative aspects of belonging to a club or gang. Role play ways to refuse peer pressure.

Author: Prelutsky, J. (1993). **Title:** *The Dragons are Singing Tonight*. New York: Greenwillow books.
Theme: Fantasy, fear of imaginary beasts.
Brief Summary: A whimsical look at the world of dragons as seen through the eyes of a well-known children's poet.
Extension Activity: Select two poems and design bumper stickers to communicate dragon character traits that make them seem almost human.

Author: Scieszka, J. (1992). **Title:** *Stinky Cheese Man and Other Fairly Stupid Tales*. New York: Viking.
Theme: Humor, satire, different points of view.
Brief Summary: Ten fairy tales are rewritten as exposes for those readers with a twisted sense of humor. It is necessary to be familiar with the original stories to understand the humor.
Extension Activity: Investigate the old saying, "There's always two sides to a story." Analyze a problem that you have and look at it from another perspective. Design a thought tree or web to show both sides of the issue.

Author: Scott, A. (1993). **Title:** *Cowboy country*. New York: Clarion books.
Theme: Respect for elders and their work.
Brief Summary: An old cowboy tells a youngster about his life as a cowboy, both then and now.
Extension Activity: Construct Venn Diagrams to compare the differences and similarities between the old cowboy and the youngster, between the cowboy then and now, and between the job one of your parents has now and how it was a long time ago.

Author: Simon, S. (1992) **Title:** *Snakes*. New York: Harper Collins.
Themes: Ophidiophobia (fear of snakes), superstition.
Brief Summary: Facts about the physical characteristics, habitats, and dangers of various kinds of snakes are told in this informative book which includes the importance of snakes to the balance of nature.
Extension Activity: Develop a list of interview questions for a herpetologist. Ask your teacher to help you locate a herpetologist, make an appointment to meet with him or her, and videotape your interview.

Author: Soto, G. (1992). **Title:** *Skirt*. New York: Delacorte.
Theme: Ethnic traditions, ethnic pride, problem solving, responsibility.
Brief Summary: Miata, a Hispanic girl, leaves her costume on the school bus on Friday afternoon. She worries about displeasing her mother and father when she dances the folkorico on Sunday.
Extension Activity: Select a tradition that is important in your family. Pretend that you were told that you could never honor that tradition again. Write a persuasive letter and give many reasons why the decision should be reversed.

Author: Towle, W. (1993). **Title:** *The Real McCoy*. New York: Scholastic.
Theme: Post Civil War racial prejudice, perseverance, ethnic pride.
Brief Summary: Elijah McCoy, a Canadian-born Black American who designed the first automatic lubricating cup with oiled the locomotive while the train was in motion, overcame many hardships to become a prolific inventor.
Extension Activity: Write a recipe or prescription that describes the traits that successful inventors usually have. On the back write traits Elijah McCoy exhibited.

Author. Willard, N. (1992). **Title:** *Beauty and the Beast*. San Diego: Harcourt Brace Jovanovich.
Theme: Selfish/unselfishness, kindness, fear of the unknown, concern for others' welfare.
Brief Summary: A beautiful young lady, through her kindness and love, breaks the magic spell that imprisons a handsome young man as a lonely beast.
Extension Activity: Research the meaning of the phrase, "Random acts of kindness." Pick a person or persons who need help and respond to their need in an appropriate way.

BEST COPY AVAILABLE

International Handbook of Research and Development of Giftedness and Talent
Editors: Kurt A. Heller, Franz J. Mönks, and A. Harry Passow
Pergamon Press, Tarrytown, New York 1993
Reviewed by: Karen Fitzgerald, Spring Branch ISD

Are you looking for the latest research in gifted and talented? Have you heard about current theories which sound interesting and would like to know more? Then stop by your school district's professional library or visit your nearest university library to find this handsome volume which contains important essays on many topics. The editors call it "a comprehensive handbook which is designed to provide a synthesis and critical review of the significant theory and research dealing with all aspects of giftedness." You will be delighted to find out how much progress has been made in the fields of giftedness in the last few decades.

Howard Gardner wrote the forward to this informative handbook. He tells us, "In the last two decades the area of research on giftedness and related topics has come alive again. There is an ever-expanding set of journals, books, conferences, special interest groups, and encyclopedic handbooks. Issues of giftedness have become of interest not only to researchers with a long-time declared interest in the area but also to other accomplished scientists who find that their investigative curiosity draws them to individuals or groups of exceptional promise and/or exceptional achievement."

Gardner adds, "Of special note are new theories of giftedness, put forth by scholars like Françoys Gagné, David Feldman, Franz Mönks, and Robert Sternberg. Nearly every major worker in the field is represented in this compendium... the selection is even-handed as well as comprehensive." Gardner also discusses recent evidence which has accrued in support of both heredity and environment. We are now finding that people need both intelligence and the indispensable role of family support, cultural values, and practice to realize their gifts.

You will read about the efforts of Joseph Renzulli, Sidney Marland, Robert Sternberg, and Howard Gardner to go beyond a singular view of giftedness. And Gardner cautions us, "Much work remains to be done before we can understand the relationship among intelligence, giftedness, creativity, precocity, prodigiousness, and ultimate achievement, however defined and however exhibited."

There are seven parts to this handbook, and even if you don't read it cover to cover, you'll want to sample articles in every part. Part One, written by Abraham J. Tannenbaum and A. Harry Passow, deals with historical perspectives related to giftedness and talent. Part Two discusses the conceptions and development of giftedness and talent in eight different articles. The seven articles included in Part Three talk about identification of giftedness and talent.

Part Four is the largest section with seventeen articles explaining programs and practices of nurturing the gifted and talented. The authors of the nine articles in Part Five present other components of nurturing giftedness and talent. You won't want to miss Part Six which gives examples of other countries' efforts, their policies, programs, and issues. Never before has the world-wide gifted education community shared so much knowledge internationally. You'll discover fascinating reading as you learn about current practices in Asia, Australia, Central America, South America, Africa, Europe, and Canada.

In Part Seven, the three editors share their vision for the present and future of gifted and talented education. This informative handbook closes with biographical notes on the contributors, an author index, and a twelve page comprehensive subject index. If you spend several hours sampling across the handbook, you will be exceedingly well informed about the work in gifted education today. Perhaps you can speculate about, or even contribute to the prospects for tomorrow.

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News From the National Association for Gifted Children

The National Association for Gifted Children has informed its state affiliates of important postings in the *Federal Register*. The United States Secretary of Education announced the proposed priorities for upcoming grants under the Jacob K. Javits Gifted and Talented Education Program.

The proposed priorities give financial assistance preference to projects that address populations historically underserved by gifted and talented education programs. The guidelines target projects that primarily benefit designated Empowerment Zones (EZ) or Enterprise Communities (EC). These areas are critical elements of the Clinton administration's strategy to revitalize high-poverty communities.

The Secretary proposes the following preferences:

(1) Absolute Priority-Model Programs. Projects that establish and operate model programs to serve gifted and talented students in schools in which at least 50 percent of the students enrolled are from low-income families.

(2) Competitive Preference Priority-Empowerment Zone or Enterprise Community. Projects that implement model gifted programs in one or more schools in an Empowerment Zone or Enterprise Community or that primarily serve gifted students who reside in the EZ or EC.

In Texas, the Rio Grande Valley is designated as an Empowerment Zone. Dallas, El Paso, San Antonio, and Waco are designated Enterprise Communities. Houston is one of four cities nationally designated as an Enhanced Enterprise Community.

Interested individuals should submit comments on the Jacob K. Javits Gifted and Talented Students Education Program priorities on or before March 25. Address written comments to: The Office of Information and Regulatory Affairs, Attention: Dan Chenok, Desk Officer, Department of Education, Office of Management and Budget, 725 17th Street N.W., Room 10235, New Executive Office Building, Washington, DC 20503.

1996 Coordinators Conference: Leading Toward Excellence

The 1996 Texas Association for the Gifted and Talented Coordinators' Conference is scheduled for April 18-19, 1996 at the Sheraton Hotel in Austin, Texas.

The keynote speaker is Dr. Amy Freeman Lee from San Antonio. Dr. Lee's career spans five fields: art, education, civic affairs, criticism, and humane ethics. Dr. Lee will talk about education from the definitive point of view, the specific role of master teachers, the importance of the liberal arts as a core of curriculum, what constitutes basic choices in life, and a summary of the ideal education situation. Evelyn Hiatt and Jeanette Covington of Advanced Academic Services, Texas Education Agency, will present a legislative update on gifted education in the afternoon.

The conference features the following breakout sessions:

Research to Defend Gifted Programs,
Dr. Michael Sayler, University of North Texas

Quality Professional Development Programs,
Dr. Benny Hickerson, Hurst-Euless-Bedford ISD

Differentiating the Curriculum for Elementary Students,
Andi Case, Richardson ISD

Options for Acceleration Panel Discussion,
Dr. Peggy Kress, Round Rock ISD, Moderator

Programming for the Visual and Performing Artist, Dr. Jeanie Goertz, University of Texas-Pan American

Program Evaluation,
Dr. Gail Ryser, Baylor University

Differentiating the Curriculum for the Middle School,
Diane Harris, ESC Region XI

Crossfire Panel,
Dr. Judith Martin, ESC Region XX, James Coffey, ESC Region XV, Jeanette Covington, TEA

Internet Provides Easy Access to Coordinating Board Publications

Helping students choose high-school courses that will prepare them for college is easier now that many Texas Higher Education Coordinating Board's publications are available on-line. Students, teachers, and parents can find information on the Internet through the Coordinating Board's Web site main menu:

http://www.thecb.state.tx.us.

Publications available on line include:

Reach for Success, a description of course areas and skills that must be mastered in high school to succeed in college. This document includes a high-school course planning guide and is available in print under the same document name.

Degree Programs in Texas, a listing of degree programs offered by Texas public universities and a list of technical and vocational programs offered by Texas public community colleges and technical colleges. The listings are cross-referenced by subject area. The information is also available in two documents called: *Educational Opportunities at Texas Public Universities* and *Educational Opportunities at Texas Public Community and Technical Colleges.*

Admission Requirements at Texas Public Four-year Universities is a listing of high-school course requirements and SAT and ACT score requirements for admission to the state's public universities. The information is also available in a document entitled, *Admissions Brochure.*

Welcome Renee Horton

The Texas Association for the Gifted and Talented welcomes Renee Horton as the new Editorial Assistant. Renee is responsible for layout and copy editing of TAGT publications, particularly *Tempo* and *Insights*. She has extensive experience as a writer, columnist, and layout editor. Her work has appeared in numerous journals, magazines, and newspapers including the Dallas Morning News. We welcome Renee to our editorial staff.

Workshops Offered by The Gifted Students Institute

The Gifted Students Institute at Southern Methodist University offers two workshops this spring. The first, on April 23 and 24, is *Designing and Implementing Curriculum for the Gifted*. It will feature John Samara, director of the Curriculum Project. The two-day workshop is for teachers in grades six through twelve.

On May 8, Joel McIntosh will offer a workshop entitled, *A Teacher's Guide to Getting Published*. Mr. McIntosh is the publisher at Prufrock Press. Participants will explore different new materials and strategies for becoming successful authors.

For more information on either of these offerings contact: Gifted Students Institute, Southern Methodist University, 3108 Fondren, P.O. Box 750383, Dallas, TX 75275-0383. You may also call: (214) 768-5437 or FAX: (214) 768-3147.

Teacher Appraisal System Introduced

The Texas Education Agency (TEA) is planning and piloting a new teacher appraisal system to go into effect in school year '97-'98. Currently, 13 campuses around the state are collaborating with TEA to develop certain aspects of the system. Next school year, '97-'98, approximately 45 school campuses will pilot a version of the new system. Responses from these sites will be used to create the final version of the appraisal system.

TEA will broadcast information through the T-Star system for individuals wishing to learn more about the new Teacher Appraisal System. Participants in this interactive program can ask questions or raise concerns about the system, the ways it will impact them as educators, the format of the appraisal.

The broadcast dates are: Mondays, April 22, April 29, and May 6 from 3:30 to 4:45 p.m. Programming comes via the satellite Galaxy 7 (G7/11), 91 Degrees West, Transponder 11 (Channel 11), Downlink Frequency 3920 MHz, C-Band Audio: 6.2/6.8 MHz. Contact your local schools for viewing locations or access to video taped copies of the broadcast. Additional information is available from local Educational Service Centers.

CALL FOR NOMINATIONS

TAGT Executive Board

TAGT will hold elections this summer for President-Elect, Second Vice President, and Secretary/Treasurer. We will also elect 10 Regional Directors, one each from the even numbered regions 2 through 20. Any TAGT member who has served at least one year on the Executive Board or as an appointed member of a standing committee may be nominated as an Officer. Any current member may be nominated as a Regional Director. If you would like to be considered for nomination, complete the form below and submit it by May 15, 1996. If you like, you may attach a brief resume or vita (not to exceed two typewritten pages).

Name: ____________________

Preferred Mailing Address: ____________________ **City:** ____________ **ZIP:** ________
Street/P. O. Box No.

Telephone: ( ) ____________ ________ **Fax:** ( ) ____ ____________

Position for which you would like to be considered: ____________________

Previous and/or current TAGT service (if applicable):

Standing Committee: ____________________
Name of Committee Dates of Service

Regional Director: ____________________
Region Number Dates of Service

Officer Position: ____________________
Title of Office Dates of Service

Current Job Title (Include district/campus, university, business, parent, etc.): ____________

Formal education:

Degree(s)	Special Certifications or Endorsements	Credentialing Institutions

TAGT members will receive biographical information about each candidate. Please list five activities, jobs, offices, etc. (professional or volunteer) that you believe will be most helpful to you in carrying out the obligations of the office for which you want to be considered:

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Provide a statement of 50 words or less indicating what you hope to accomplish during your tenure in office. You might wish to include your vision of TAGT, as well as what image you think the Association should project. Your statement, or a portion of it, will appear on the TAGT Elections Ballot:

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Please attach a black and white photograph of yourself, preferably wallet-sized.

Would you like to order a set of membership mailing labels? Costs must be borne by the candidate.

____________ Yes, please send me an order form for mailing labels. ____________ No

Return completed form with all attachments to: TAGT Elections Chair, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, (512) 499-8248

To be considered by the TAGT Elections Committee for nomination, this form and all attachments must be received in the TAGT office no later than **May 15, 1996**.

Talents for the 21st Century

Texas Association for the Gifted and Talented 19th Annual Professional Development Conference

Wednesday, November 20, 1996

7:30 a.m.-9:00 a.m.	Preconference Institute Registration, Austin Convention Center
8:00 a.m.-9:00 p.m.	Regular Conference Registration, Austin Convention Center
9:00 a.m.-4:00 p.m.	Preconference Institute Sessions
	Dr. Ernesto Bernal, Director of the Center for Bilingual Education & Research, University of Arizona: *Early Identification and Programming for the Limited English Proficient Student*
	Dr. George Betts, Director of the Center for the Education and Study of the Gifted, Talented, and Creative, University of Northern Colorado: *The Revised Autonomous Learner Model*
	Dr. Jim Curry, Professor at the University of Northern Maine/Mr. John Samara, Director of the Curriculum Project: *Challenging Elementary Gifted Learners*
	Dr. Bertie Kingore, Professor at Hardin-Simmons University: *Portfolios for the Primary Gifted Student*
	Dr. Dorothy Sisk, Conn Chair of Gifted Education, Lamar University: *Making a Difference: Classroom Strategies to Motivate Gifted Students*
	Dr. Joyce Van Tassel-Baska, Professor at the College of William and Mary: *Interdisciplinary Curriculum Development for Math, Science, and Technology*
10:00 a.m.-6:00 p.m.	Exhibitor Registration
11:00 a.m.-1:00 p.m.	TAGT Executive Committee Meeting
3:00 p.m.-5:00 p.m.	TAGT Executive Board Meeting
7:00 p.m.-9:00 p.m.	TAGT Editorial Board Meeting

Other Invited Speakers Include:

Governor George W. Bush, Dr. Mike Moses, Texas Commissioner of Education, Dr. James T. Webb, Dr. Francois Gagne, Dr. Carol Ann Tomlinson

Presenters' Lounge and Parent Networking Suite will be open from 8:00 a.m. to 4:00 p.m. on Thursday and Friday, and 8:00 a.m. to noon on Saturday in the Austin Convention Center.

Thursday, November 21, 1996

7:30 a.m.-9:00 a.m.	Research and Development Division Breakfast and Program
8:00 a.m.-6:00 p.m.	Registration Continues--Austin Convention Center
8:30 a.m.-9:45 a.m.	Concurrent Breakout Sessions
8:30 a.m.-6:00 p.m.	Exhibits Open-Austin Convention Center
10:15 a.m.-11:45 a.m.	First General Session
	Keynote Speaker: Ray Bradbury, noted author and lecturer will address the topic of censorship in an era of emerging technology
12:15 p.m.-1:45 p.m.	Membership Luncheon and Awards Program
2:15 p.m.-5:15 p.m.	Concurrent Breakout Sessions
3:30 p.m.-4:00 p.m.	Featured Exhibit Break--Austin Convention Center
5:30 p.m.-7:15 p.m.	Creativity Potpourri

The TAGT Annual Parent Conference will be held in conjunction with the 19th Annual Professional Development Conference. Parent-focused sessions and activities begin Friday and will continue throughout Saturday, concurrent with educator-focused sessions.

Friday, November 22, 1996

7:30 a.m.-9:30 a.m.	G/T Coordinators' Annual Breakfast and Program
8:00 a.m.-5:00 p.m.	Registration Continues--Austin Convention Center
8:30 a.m.-9:45 a.m.	Concurrent Breakout Sessions
8:30 a.m.-4:00 p.m.	Intensive Training Session for Parent Leadership
8:30 a.m.-5:00 p.m.	Exhibits Open
10:15 a.m.-11:45 a.m.	Second General Session Keynote Speaker: Dr. Uri Treisman, Professor of Mathematics, University of Texas, will explore programs that have helped gifted minority students excel in mathematics, science, and technology
12:15 p.m.-1:45 p.m.	Administrators' Luncheon and Program
1:00 p.m.-5:45 p.m.	Concurrent Breakout Sessions
7:00 p.m.-9:30 p.m.	Annual Conference Featured Film and Program: *Mr. Holland's Opus*
7:00 p.m.-8:00 p.m.	Reception Honoring presidents of TAGT Parent/Community Affiliates

Saturday, November 23, 1996

8:00 a.m.-10:00 a.m.	Registration continues--Austin Convention Center
8:30 a.m.-11:45 a.m.	Concurrent Breakout Sessions
8:30 a.m.-12:00 p.m.	Intensive Parent Training Workshop
12:00 p.m.-1:00 p.m.	TAGT Annual Membership Meeting
12:00 p.m.-1:30 p.m.	Parent Luncheon and Keynote
2:00 p.m.-3:15 p.m.	Concurrent Breakout Sessions (Parent Oriented)

Summer Workshops With Travel to the Rainforests

The Educator's Rainforest Workshop travels to the Amazon, Belize, and Costa Rica this summer. For more information contact: Frances A Gatz, 801 Devon Place, Alexandria VA 22314; 800/ 669-6806.

NAGC Affiliates' Associations' Publications Information Exchange

A listing of Affiliate-created publications (books, manuals, videotapes, etc.) is available from NAGC. For more information contact; Sherri Stone, NAGC, 1707 L Street, Suite 550, Washington, DC 20036

Thank You to Beverly Lowry

The Texas Association for the Gifted and Talented extends its gratitude to Beverly Lowry for her service to the association as Managing Editor for the past three years. Several editors and many authors benefited from her dedication and hard work.

Institute on Academic Diversity in the Heterogeneous Classroom

The Curry School of Education and the University of Virginia present a summer institute for educators. The goal of the institute is to prepare classroom teachers and administrators to establish classrooms which are responsive to the readiness levels, interests and learning profiles of students in heteogeneous settings. The institute meets July 21-28, 1996 at the University of Virginia in Charlottesville, Virginia.

The core of each day will be spent directly examining principles of differentiated instruction, instructional strategies which support effective differentiation, and issues related to setting up and managing a differentiated classroom. Strands presented include: differentiating instruction in academically diverse classrooms, understanding and meeting the affective needs of diverse learners, and using alternative assessment in academically diverse classrooms. The staff of the institute include: Drs. Carolyn Callahan, Carol Ann Tomlinson, Donna Ford, Tonya Moon, and other invited speakers. For more information contact: Dr. Carol Ann Tomlinson, (804) 924-7471.

Items Approved by Executive Board

The TAGT Executive Board approved the following items in February, 1996:

Item 1: Approval of new presidential appointments to standing and ad hoc committees

Editorial Board: Pat Holmes, Annette Watson, Gail Ryser, and Molly Yeager
Education and Training: Krys Goree and Donna Linn
Elections: Wayne Craigen, Barbara McGonagill, and Elezabeth Montes
Finance: Karen Roberson
Parent/Community Involvement: Clay Boyd, Hillary Jessup, Pat Holmes, Laruie Campos, and Joe Munoz
Conference: Peggy Kress, Joan Witham, Colleeen Elam, Gwen Fort, Kathy Hargrove, Donna Linn, and Rick Strot
Government Relations Advisory Council:
Elizabeth Hanawa, San Benito, Region I;
Dr. Rosalinda Bonilla, Corpus Christi, Region II; Karleen Noake, Victoria, Region III;
Dr. Ann Weiss, Baytown, Region IV;
Lynn Brown (invited), Beaumont, Region V;
Barbara McGonagill, College Station, Region VI; Deborah Newman, Tylor, Region VII;
Ann Trull, Paris, Region VIII;
Dr. John Dowd, Witchita Falls, Region IX;
Suzy Hagar, Dallas, Region X;
Dr. Mary Lou McCabe, Stephenville, Region XI; Penny Reddell, Waco, Region XII;
Dr. Amanda Batson, Austin, Region XIII;
Cynthia Smith, Austin, Region XIII;
Kim Cheek, Abilene, Region XIV;
Beverly Junell, San Angelo, Region XV;
Debbie Farnum, Amarillo, Region XVI;
Hope English, Plainview, Region XVII;
Molly Yeager, Fort Stockton, Region XVIII;
Elizabeth Montes, El Paso, Region XIX;
Mary Alice Ramirez, San Antonio, Region XX

Item 2: Approval of a $10.00 increase for the 1996 annual conference fees

Item 3: Approval of revision to TAGT nominations and elections time line and procedures

Proposed changes are indicated in brackets; strike-throughs indicate information to be deleted.

~~January 1~~ [Sept. 15]: Elections Committee report filed by elections chair [to be included in the Annual Report]

Nominations Process: A written report of the activities of the Elections Committee shall be compiled and submitted to the TAGT President no later that ~~January 1~~ [September 15].

Item 4: Approval of composition and tenure of members appointed to the standing committee on parent/community involvement (This item will affect the bylaws)

Parent/Community Involvement Committee:
Proposed two-year, staggered terms with geographically balanced representation; limited to the Third Vice-President as chair and six appointed members, one of whom will be the TAGT State Parent of the Year; among other duties, this committee will select the winner of the TAGT State Parent of the Year.

Item 5: Approval of composition and tenure of members appointed to the TAGT editorial Board (This item will affect the bylaws)

Editorial Board:
Proposed two-year, staggered terms, limited to two consecutive two-year terms; meets once a year in conjunction with the annual conference; retains status of ad hoc committee; committee limited to the publications Editor as chair and seven appointed members.

Item 6: Approval of a one-time TAGT scholarship to be given in memory of Matthew Doggett to a student at Bedford Heights Elementary School

1996 Conference Planning Committee Meeting Report

The first meeting of the 1996 TAGT Annual Conference Planning Committee was held Friday, March 1, 1996 at the TAGT Headquarters Office in Austin from 10:00 a.m. to 3:00 p.m. The following members of the committee were present: Dr. Benny Hickerson, Dr. Margaret Kress, Colleen Elam, Donna Linn, Gwendolyn Fort, Dr. Joan Witham, Connie McLendon, and Alicia Denney. The members absent included: Dr. Katherine Hargrove and Rick Strot.

The conference committee reviewed the revenue and expense report and results of the evaluation from the 1995 Annual Conference in Houston in preparation for planning the 1996 Austin conference. In response to evaluations from the 1995 conference, the committee recommended streamlining the user section of the 1996 registration catalog and the conference program by focusing primarily on core areas of training. The committee also discussed how best to incorporate the 1996 TAGT Annual Parent Conference with the schedule of the 1996 Annual Professional Development Conference.

TAGT office staff reported that negotiations with speakers for preconference institutes and general sessions are underway and that many improvements have been made to the session scheduling process for the 1996 conference. The committee established a system for approving presentation proposals for the 1996 conference. Special consideration will be given to how the presentation proposals correlate with the established core areas of training for teachers of the gifted. The conference committee also discussed possible sources of volunteers for the local arrangements committee.

Dr. Hickerson announced that Saturday, April 20, 1996 would be the next meeting date for the Annual Conference Committee which will be held in conjunction with the April TAGT Executive Board meeting. Conference committee members will work with TAGT board members to review and evaluate all proposals submitted by the April 14, 1996 deadline.

Standing Committee on Elections

The first meeting of the 1996 TAGT Standing committee on Elections was held by telephone conference call on February 23, 1996. It was called to order by Ann Wink, Elections Committee Chair, at 8:15 a.m. The members present were Rebecca Rendon, Brownsville ISD; Wayne Craigen, Fort Bend ISD; Barbara McGonagill, Region VI ESC; Ann Wink, Killeen ISD, TAGT Immediate Past-President, and Chair of the Standing Committee on Elections. Elizabeth Montes of El Paso ISD was not present.

Ann Wink explained that the responsibility of this committee was to plan the annual election and to develop a single slate of nominees for presentation to the association membership for approval. She reviewed the TAGT bylaws and nominations/elections procedures and time-line with the Elections Committee members, familiarizing them with the process and deadlines that must be met in the coming months. She reported that the upcoming Call for Nominations (which will appear in the spring issue of Tempo) had been recently reworked to clarify procedure for self-declared candidates.

Mrs. Wink announced that the following positions were eligible for re-election: President-Elect, Second Vice-President, and Secretary/Treasurer; Regional directors: Even Regions 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 (it was pointed out that directors in 10, 14, 16, and 20 had served two terms and could not run for re-election.)

Mrs. Wink charged the Elections Committee with encouraging strong TAGT members to run for board positions in the even numbered regions. She pointed out that in the past, non-TAGT members have been nominated for positions on the board. She strongly recommended that individuals not be approached to run for a position on the TAGT board unless they are current members of TAGT.

Mrs. Wink announced Tuesday, May 28, 1996, as the next meeting of the Standing Committee on Election. The slate of nominees for the 1997 Executive Board will be determined at that time.

CALENDER OF EVENTS

APRIL 1996

1 Symposium with The Association for the Gifted and Disney University Professional Development Programs (immediatley before the CEC Convention), Disney World Resort Complex, Orlando, Florida. Contact: Dr. Emily D. Stewart, 410/ 838-7300 ext. 291 or Fax: 410/ 638-4313.

1-5 Council for Exceptional Children Annual Convention, Orlando, Florida. Gerald J. Hime, 310/922-6234 or Liza Trey, 703/264-9442.

12 Texas Association for the Gifted and Talented Education and Training Committee meeting, Baylor University, Waco, Texas. Contact: Susan Johnson; 817/ 755-3111.

18-19 Texas Association for the Gifted and Talented G/T Coordinators' Division Spring Conference, Sheraton Austin Hotel, Austin, Texas. Contact: Connie McLendon, 512/ 499-8248.

19-20 Texas Association for the Gifted and Talented Executive Board Meeting, Austin, TX. Contact: Connie Mclendon, 512/ 499-8248.

20 Texas Association for the Gifted and Talented Conference Planning Committee meeting, TAGT Executive Board Meeting, Austin, Texas. Contact: Benny Hickerson, 817/283-4461.

MAY 1996

4-5 The Balancing Act: Head, Heart, and Creativity, Hollingworth Center for Highly Gifted Children, M.I.T., Cambridge, Mass., Contact: Hollingworth Center for Highly Gifted Children, P.O. Box 434, Portland, ME 04112-0434.

28 Texas Association for the Gifted and Talented Elections Committee meeting, TAGT Headquarters, Austin, TX . Contact: Ann Wink, 817/ 520-1760.

JUNE 1996

8 Texas Association for the Gifted and Talented Parent and Community Involvement Committee meeting. Contact: Colleen Ellam, 713/ 980-5291.

JUNE 1996

31-1 1996 Stree Law Conference, Texas law Center, Austin, Texas Contact: Linda Deleon, 800/ 204-2222 or 512/ 463-1463.

JULY 1996

31-1 Conference for the Advancement of Mathematics Teaching, Dallas, Texas Contact: Jim Wohlgehagen, 512/ 335-2268.

8-13 Javits Language Arts Summer Institute, Saratoga Springs, New York. Contact: 518/ 581-3580.

OCTOBER 1996

19-22 Fifth Conference of the European Council for High Ability, Austria Center Vienna, Vienna, Austria. Contact: +49-228-302-2666, Fax +49-228-302-270 or write: Secretariat of ECHA, Bildung und Begabung e.V., Wissenschaftszentrum, P.O. Box 20 14 48, D-53144 Bonn, GERMANY.

23-25 Learning and Technology Conference, Dallas Convention Center, Dallas, Texas. Contact: 703/ 838-6764

NOVEMBER 1996

30-3 National Association for Gifted Children Annual Conference, Hyatt/Weston Hotels, Indianapolis, Indinana. Contact: 202/ 785-4268

20-23 Texas Association for the Gifted and Talented Annual Conference, Austin Convention Center, Austin, Texas. Contact: Connie McLendon, 512/ 499-8248.

20 Texas Association for the Gifted and Talented Executive Board Meeting, In conjunction with the TAGT Annual Conference, Austin, Texas. Contact: Connie Mclendon, 512/ 499-8248.

20 Texas Association for the Gifted and Talented Editorial Board Meeting, In conjunction with the TAGT Annual Conference, Austin, Texas. Contact: Michael Sayler, 817/ 565-4699.

LAW AND THE HUMANITIES

ACADEMIC AND LEADERSHIP TRAINING INSTITUTE

Thirty educators from across Texas will be selected to attend the institute. Once there, they will discuss constitutional ideas drawn from the humanities: history, government, law, political science, and literature. The institute also provides training to become "teacher trainers" and offer staff development in local schools. The participant will be drawn mainly from grades 8 and 11 American history courses and grade 12 U.S. government courses with a limited number of 5th grade social studies teachers selected.

The institute meets July 15-26, 1996 in Austin for 80 hours of training. Field trips, police ride-alongs, and guest speakers will enrich the program. Housing and two meals a day are provided (at no charge) at Jester Dormitory in Austin.

Applicants must be currently employed as a classroom teacher or social studies specialist and indicate a commitment to remain in this position for the next two years. Applicants must have two or more years of teaching experience. Applications must be postmarked by May 3, 1996.

For more information contact:
Law and the Humanities
Law Related Education
State Bar of Texas
P.O. Box 12487
Austin, Texas 78711-2487
800/204-2222, ext 2120 or 512/ 463-1463

LEON JAWORSKI AWARDS

FOR TEACHING EXCELLENCE IN LAW-FOCUSED EDUCATION

This award recognizes educators who have made an outstanding contribution to law focused education. Any public or private school classroom teacher, or team of teachers, who have taught at least five years, may apply. Among other factors, award applications are judged based on one or more of the following criteria:

- excellence in the instruction of law -focused education;
- initiative in the development of law-focused educational materials and programs in local schools;
- leadership in the teaching profession in promoting law focused education; and
- effective use of community resource persons in support of law-focused education.

Awards of $500 will be made to individuals and teams to purchase law-focused materials or to attend an educational conference. Applications must be postmarked by April 12, 1996.

For more information contact:
The Leon Jaworski Teaching Awards
Law Related Education
State Bar of Texas
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ADELLE McCLENDON SCHOLARSHIP

TAGT SCHOLARSHIP OPPORTUNITY FOR TEXAS GRADUATING HIGH SCHOOL SENIORS

APPLICATION FOR ADELLE McCLENDON YOUNG LEADERS SCHOLARSHIP

DEADLINE: MAY 15, 1996

I. Please write a two-page typewritten essay describing the following:

- How you have exhibited leadership and team cooperation.
- Areas where you have experience in decisionmaking.
- Your motivation and your goals.
- Your experience in giving service to the community.
- Some unique experience and/or an obstacle overcome.

II. Please include a letter of recommendation from an adult in your community.

III. Please attach a copy of your high school transcript.

IV. Please attach a recommendation from a TAGT member.

V. Please return all forms by **May 15, 1996** to the following address:

TAGT Adelle McClendon Young Leaders Scholarship
406 East 11th Street, Suite 310, Austin, TX 78701-2617

The winner of this scholarship will be notified on or before **June 15, 1996**.

In April 1995, the Texas Association for the Gifted and Talented (TAGT) established the Adelle McClendon Young Leaders Scholarship fund in memory of this exemplary educational leader and lifetime member of TAGT. The late Ms. McClendon was president of TAGT in 1991.

The memorial fund provides annually a $500.00 university scholarship for a gifted and talented graduating high school senior who has demonstrated outstanding leadership potential. The Texas Association for the Gifted and Talented invites applications from qualified graduating high school seniors for the 1996 Adelle McClendon Young Leaders Scholarship. The deadline for receiving applications is May 15, 1996.

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NAGC ANNOUNCES NEW PUBLICATION

PARENTING FOR HIGH POTENTIAL

The National Association for Gifted Children (NAGC) begins publication of its new quarterly magazine *Parenting for High Potential* (PHP) in September, 1996. In addition to specific editorial content, each issue of PHP will feature news from NAGC, successful ideas from parents raising their gifted children, regular columns on cutting-edge issues in parenting and education for the gifted child, and editorials from award-winning journalists.

The objective of each issue of PHP will be to bring parents and teachers advice, guidance, and resources for raising gifted children and maximizing the talent and potential of all children. The publication will strive for balance in content and coverage of all areas of talent and intellectual development.

The September, 1996 premier issue will include—

Special Features:	• Interview with Miami Head Coach Pat Riley and His Wife Chris Riley: *A Gifted Family's Success Story* • How Gifted Education fits into Secretary Richard Riley's "Family Involvement in Education" Program
Home and School:	Starting the Year Off on the Right Foot: Communicating with Your Child's Teacher
Parenting Q & A:	How to Recognize and Develop Hidden Talent in Your Child (APHP Checklist)
Consumer Corner:	A Comparison of Major Online Services and What They Offer the Gifted Child
Resource Round-Up:	A Review of the Latest Books on Parenting the Gifted Child
Kids' Kaleidoscope:	• Kid's Advisory Board Contest • Tips for Surfing the Web • Thinking Skills that Make Kids Smart!

In collaboration with the national association, the Texas Association for Gifted and Talented (TAGT), will provide subscription information about the new publication in a special mailing to all TAGT members May, 1996.

CALL FOR ARTICLES

Fall 1996

TALENTS FOR THE 21ST CENTURY

What talents are necessary for gifted individuals to be successful in the next century. This issue of *Tempo* seeks visionary ideas. What future oriented plans are you making today? This is your chance to be a future problem solver. What are your answers to this "fuzzy problem"? Write about your visions or wishes. Describe programs or procedures currently in place that hold promise for serving gifted students in the future.

Please submit a manuscript for this conference issue of *Tempo*. The deadline for submission of articles is **June 1, 1996**. This allow us time to review the manuscripts submitted and to help the authors polish them.

Winter 1996

GIFTED LEARNERS IN THE REGULAR CLASSROOM

Many gifted students spend most of their school day or week in regular classrooms. Describe those classrooms where this works well. What modifications have you made? How is the schedule adapted? How have you convinced teachers to adopt these methods? Describe your content, process/product, or thematic modifications. Describe the changes you have made in management techniques (e.g., use of compacting, contracts, independent study).

Please submit a manuscript for this issue of *Tempo*. The deadline for submission of articles is **September 1, 1996**. This allow us time to review the manuscripts submitted and to help the authors polish them.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:
1. Write about an upcoming issue theme (see list above).
2. Double space your manuscript and use 1 1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or e-mail address if available.

Send all submissions or requests for more information to:
Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13857, University of North Texas,
Denton, TX 76203-6857.
Fax 817/ 565-2089 or sayler@unt.edu

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED MEMBERSHIP APPLICATION

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Mailing Address ______________________ City ______________ State ________ ZIP ________

School District & Campus Name/Business Affiliation ______________________ ESC Region ______

Electronic Address (i.e., Tenet, Internet) if applicable ______________________

PLEASE CHECK ONE: ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other ______________

Individual .... $25 ( ) Family .... $25 ( ) *Student .... $15 ( ) * *Must include verifiable campus, district, and grade.*

Patron .... $100 ( ) **Institutional .. $100 ( ) Lifetime .... $400 ( ) Parent Affiliate $45 ( )

** *Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators .... $10 ( ) Research & Development .... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capital Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

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PARENTS AND SCHOOLS: WORKING TOGETHER

THINKING ABOUT THE SEPTEMBER CHALLENGE

Donna L. Enersen, Ph.D.

It is summer! This is a great time to enjoy outdoor activities, recreation, spontaneous learning, and other things both parents and children find fascinating. All families want and need time when school concerns are not the focus of schedules and interactions. Summer affords families this time to investigate, explore and even leave projects "in progress" to enjoy over days or weeks. A more relaxed pace and less stress also makes summer the perfect time for another important activity: thinking about the September Challenge.

September is the time of year when school is our main discussion topic. Teachers' rooms buzz with talk about students, dinner tables buzz with talk about teachers, even newspapers and broadcasts are filled with stories on education. Everyone approaches the new school year with high hopes. Teachers gear up with curriculum planning, fresh ideas, and inservice training. The best ones prepare to invest themselves in the lives of the young people in their care.

Parents review guidelines for homework with their children, reestablish performance expectations, and put a positive spin on the school routine. They keep a watchful eye as each day progresses to see that their children are happy and eager to go to school.

Amid the new backpacks and lunch boxes, probably no one will wish for a good year more than the students, especially the brightest of them, who want to do well and catch the joy of learning. Gifted children look to a new grade as a chance to find a teacher who will match the work to the child, who will look at them as individuals who may have uneven development, but also a need for their talents to be targeted and celebrated. With equal fervor, they hope for acceptance from age peers and mental peers and a place to grow and flourish. Some children will hope to repair the disappointment of their last year.

How can these children's teachers and parents, who care so much, meet the September Challenge of keeping the hope of the first days of school alive and insuring success for their children?

(See ENERSEN, pg. 6)

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FROM THE PRESIDENT

Mary Seay

PRAISE AND PERFECTIONISM

My experiences with parents of gifted children lead me to believe that these parents are deeply concerned about their children's unique problems which compound and exacerbate the normal problems of a developing child. Many parental concerns center around gifted children's not being quite exactly "normal." They're sort of, well...wacky. They leave us perturbed, perplexed, and praying. But in the end, we just have to figure out how to live beside our child - who views the world very differently from us - and help her learn to live beside us.

Two special problems that we sometimes face with gifted children are the issues of perfectionism and evaluative praise. These recurrent themes appear to merit inquiry and examining each may add insight into the other.

Avoiding Evaluative Praise

Praise is a bed-rock need. It is vital, indispensable. Everyone needs praise, but sensitive, gifted children need a special kind of praise called "descriptive praise." It differs from evaluative praise in that some very specific behavior is praised.

"This is the third time you have sat down and written a thank-you note without anyone's prompting you; that makes me want to give you a hug," is an example of descriptive praise. Others are: "Good for you, you did not spill your milk today," "I heard your polite remark to your sister, and it made me feel so good," "You spent a whole half-hour playing with the baby, thank you so much; it was a big help to me," "You have made a complicated structure with your blocks/legos. That took perseverance," or "I am impressed by the number of complex sentences you have used in your essay."

This kind of praising takes some practice, but children are pretty understanding if they know that you are trying to do the right thing.

Evaluative praise is the kind in which the praisor makes a value judgment about the praisee, "Wonderful (my judgement)!" "You're great (still my judgement)!" "Terrific!" These phrases reflect an opinion and are not based on any kind of criterion or rationale that is obvious to the child.

(see SEAY, pg. 4)

Tempo

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EXECUTIVE DIRECTOR'S UPDATE

Connie McLendon

STATE BOARD OF EDUCATION APPROVES NEW GIFTED AND TALENTED RULES; SAN ANTONIO ISD WINS SHOWDOWN

On May 17, the State Board of Education adopted new rules for Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education. The board approved a modification of Section 89.1 (3) to improve clarity of meaning. The rule now reads as follows:

"[The policies must] include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program."

The State Board also approved the deletion of Section 89.4 (2), relating to Fiscal Responsibility: "Not more than 25% of state funds allocated for gifted/talented education are spent on teachers' salaries unless the teacher's sole or primary assignment is providing services that are part of the gifted/talented program."

TAGT strongly supported Section 89.4 (2) in hopes that it would encourage districts to increase funds for gifted/talented teacher training and instructional materials for gifted education programs. Texas Education Agency staff informed members of the Committee on Students that the recommendation to delete Section 89.4 (2) was because of recent changes in the state accounting system, noting that it was not possible to track expenditures in the same way as in the past.

Student Committee Chair Donna Ballard of the Woodlands expressed concern about the lack of allocated funds for gifted education. Committee member Mary Helen Berlanga of Corpus Christi questioned why districts were spending so much of the gifted/talented funds for teachers' salaries when they said they did not have enough money for other services in gifted education. Commissioner Moses assured the committee that the agency would work with the Texas Association for the Gifted and Talented to determine ways of encouraging districts to allocate more funds for materials and training.

The TAGT leadership will schedule a follow-up meeting with the Commissioner and Evelyn Hiatt, TEA's Director of Advanced Academic Services for further discussion of this issue.

For a complete version of the rules for Gifted/Talented Education as approved by the State Board of Education, May 1996, see page 50.

Parents From San Antonio Area School District Test Legislative Intent of Senate Bill 1

Moms and dads of gifted and talented middle school students from a San Antonio area school district have won a major showdown with school district officials. When confronted with the elimination of middle school honors courses and a lack of administrative support to reintroduce the courses, protesting parents looked for help in Senate Bill 1, the omnibus education bill approved by the 74th Legislature.

SB 1 provided hope - the section indicating that at the request of "22 or more parents" a school district had to offer a course if that course was provided for students at another school in the district. The parents also discovered that two middle schools in the district did still offer honors courses. Citing SB 1 again, the parents petitioned the district once more to offer the courses.

School district officials disagreed with the parents' interpretation of SB 1 and requested a ruling from TEA, who in turn, consulted State Representative Scott Hochberg of Houston, who authored that section of the bill. Representative Hochberg's comment on the issue was, "If, by referring to an 'honors' course, you mean a course that offers material that is substantially different (including more difficult) from that which is otherwise offered, my answer is that these sections DO apply. In fact, it (the parents' request) is exactly the type of request that led me to draft (one of the sections).

"In writing SB 1, the Legislature put great emphasis on local control. I believe the ability of a local group of parents to request an honors course for their children, and to expect that such a request will not be reasonably denied, is consistent with this philosophy," Representative Hochberg said.

Also in support of the parents, Education Commissioner Mike Moses informed the school district that it was "required" to offer honors courses (at a school) if 22 or more parents request them.

San Antonio Express-News columnist Roddy Stinson concluded his May 9 article on this controversy by saying that the victory represented "one giant leap for parentkind."

This situation offers a good example of what a well-informed, determined group of individuals can accomplish on behalf of gifted youngsters. It is also a good reason to study and have available the new SBOE rules for gifted and talented education.

T

(SEAY , from pg. 2)

Circulating in most schools are handouts entitled something like "100 Ways to Praise a Child." These are almost always evaluative; they are "This is what *I* think about *you*" phrases. If the child becomes dependent on someone else to make a judgment call for everything she is trying to do, there is the danger of her constantly needing an adult's reinforcement. She will be asking, "Is this right?" many times throughout the day, and you will be getting irritated because you know she knows that it is right.

A necessary addition to praise is encouragement. "You made the swim team (or passed your Pollywog)!" is praise, but adding, "You were willing to put in the hard work it took to do it," is encouragement. The goal of an encouraging remark is recognizing the child's energy, application, and feeling of satisfaction. Most of all, it avoids evaluative or empty praise.

The result we are looking for is the enhancement of the child's self-confidence. And that is built from feelings of success and satisfaction with a job well done, or at least done as well as he could. These feelings bring him closer to being an independent appreciator of himself, in contrast to the child who has to be reassured repeatedly that we think he is great and wonderful.

Another important phrase that should be added to praise (either spoken or written to your child) is, "How did *you* feel about it" which gives your child a chance to explore her own feelings about the behavior, and to feel an appreciation of the effort and the accomplishment. Feeling proud of one's self is a powerful motivator.

Perfectionism

Perfectionism saps energy, takes the joy out of life, and complicates simple things. Workaholics and obsessively orderly parents who fear making mistakes and who blindly follow rigid rules may cause their children to grow into individuals who are handicapped by perfectionism. The same can happen with parents who are obstinate or inordinately frugal.

In *Too Perfect - When Being in Control Gets Out of Control*, Allan Mallinger explores a host of problems which controlling and inflexible "virtues" in our personalities can cause for ourselves and our children. Early in childhood, many children recognize that certain of their characteristics are not valued in their family - in fact they are actually disparaged. Such traits might include assertiveness, speaking one's mind, displaying frustration, anger or irritability, and many others. Gradually, these characteristics are repressed by the child and replaced with behaviors they deem more acceptable to one or both parents. The child learns to mask old emotions and impulses that clash with parent-approved attitudes and behaviors. As these youngsters grow, they are no longer conscious that in the core of their personalities these repressed feelings are festering and smoldering because such feelings do not go away until they are brought out into the open. If the repressed feelings are not dealt with, the child may become more and more perfectionistic. In this effort to be perfect, he hopes to alleviate his own doubts about his abilities.

Mallinger suggests that we may not even be conscious of the fact that we are hiding certain feelings from others and, even more importantly, from ourselves. As perfectionistic individuals, we will only have some lurking sense that something unacceptable is lying furtively beneath the veneer of our personalities. There seems to be a fearful feeling of the anticipation of being discovered and exposed. The individual may believe that he has a fundamental bad streak, or that he is incompetent or boring or a "nothing."

If you have a gifted child of your own, you may not find it hard to believe that children are capable of masking feelings and turning off. Often, even very bright and creative people see themselves as impostors who have so far been able to fool everyone, but who are in constant danger of being exposed as uncreative or unintelligent. This exposure is feared by the perfectionistic child, adolescent, or adult as a devastating possibility.

How does this happen? Gifted adults who are in therapy for controlling and obsessive behavior report having one or both parents who were perfectionistic, and who could be described as being (some or all): critical, negative, over-protective or stifling, hard-to-please (some thought impossible-to-please), intrusive, and exacting. Bright, sensitive children are thus caught in a no-win situation where they never feel they are good enough ("All A's except this B? Why didn't you bring this grade up?" or "You've dropped from a 98 to a 94. You need to be doing a lot more studying, missy!"). They never feel altogether secure. The children often perceive that their personal value is based on their parents' approval, which, in their perception, is not forthcoming. Parents may have an entirely different view of their parenting behaviors, but the incontrovertible fact is that what the child *thinks* is happening is the way life really *is* to that child.

Children sometimes see parents' words and actions as being contradictory. While the words talk of concern for the child, according to Mallinger, attitudes and behaviors send a different message. Parents tend to control the child's behavior until conformance to the rule is reflected; the rule seems more important than what the child is thinking, feeling, wanting, or fearing. A significant number of perfectionistic individuals have revealed that they didn't feel "liked" by one or both parents. They believed that they had made real efforts to meet the parents' expectations, only to receive more criticism or, at best, inconsistent support or appreciation.

What to Do

What can parents do when they realize that they are being more controlling of a gifted child than is necessary, or that the children are getting the wrong kind of praise? One way to deal with children's feelings is by "mirroring." This is a reflection of the individual's feelings back to him, but a good way to practice is by just mirroring their words at first.

The first person to come in after I had read about this technique was Timmy, home from fourth grade.

"Whew. I hate Mrs. Anderson."

Me (mirroring): "You hate Mrs. Anderson?"

"Yeah. She sent me to the principal, and I missed P.E."

Me (now I'm getting interested in this): "Mrs. Anderson sent you to the principal, and she kept you in from P.E.?"

"Yeah. I was just trying to get my pencil."

Me (almost forgetting to mirror): "You had to stay in from P.E. just for getting your pencil?"

"Yeah. Billy threw it out the window."

Me (still trying): "You went out the window and had to go to the prinicpal and missed P.E.?"

"Yes, Mom, they can't just let people climb out the window without doing something to them!"

Another effective way to communicate with children is writing notes. When you realize you have been overcontrolling, you may not want to talk face to face with the child you were trying to control. Sometimes you get irritated into the fifth dimension when you just look at her, and arguments over insane things get started. But you do want to let her know that you think that you have been a bit overbearing, so write her a note.

Note writing is a valuable way to offer descriptive praise because you can think about it a bit longer. Note writing also gives the child an opportunity to write an answer back, and the responses can give parents some important insights into what their youngster is thinking and feeling.

You can write a note to express anger and frustration without making accusations. Using "I" messages, you can say, "I feel hurt (dismayed, shocked, angered, frustrated, nonplussed, intransigent) over what I believe was a careless use of my car (book, new shoes, brownies, etc.)" Use words they don't understand. It will help satisfy your vicious streak. And best of all, you can put a note on their pillow that says, "Sometimes it must be hard for you to tell, but I absolutely adore you." If that is too much for you, you can always say, "Son, I hate you less and less every day." *T*

Yes, notes are good.

(ENERSEN, from pg 1)

The most effective step is for teachers to invite parents to be involved in the daily workings of their child's classrooms. Then, parents must accept the invitation enthusiastically. This combined commitment has more impact on children's success in school than anything parents or teachers do singularly. It is not something that happens automatically; there are no effortless ways for the work of educating children to be done. But because these are "our" children - the parents' *and* the teachers' - the outlay of time and effort is worth it.

Here are some ways this kind of involvement can be guaranteed:

1) Teachers meet in the first weeks of school with each child's parents to learn everything they can about the child: attitudes toward school, subjects of interest and knowledge, priorities as the parents see them, and results of any outside medical or educational evaluation. Think of this powerful combination of resources: The teacher's expertise in the craft and psychology of teaching, the parents' personal knowledge of the child, and everyone focusing on what the child needs. The necessary ingredients in this situation are the teacher's openness to hearing the ways in which a child may not fit the plan set out for this year, and the parents' clear and rational assessment of their children's abilities and needs. Parents can bring portfolios of their children's work and journals of parental observations concerning the child's learning patterns and behavior to this meeting. This allows teachers to begin immediately with appropriate instruction, rather than waiting weeks while getting to know the child. Making this information a matter of record also sets expectations for what should be accomplished to keep the child progressing.

2) At the same meeting, parents offer whatever they can in the way of help and support for the teacher. They can spend time in the classroom to work one-on-one with a child, lead a small special-interest group, donate items needed to enhance a topic of study, make materials at home, chaperone trips or study groups, or contact businesses for partnerships, trips, and materials. Gifted children - especially those in regular classrooms - need materials that may be difficult for the teacher to obtain. They may need books, computer software, materials for research projects, and other resources that are not readily available at a particular grade level. We know that many children enter their new grades already knowing a significant percentage of the material that is planned for them during the year. Teachers and parents must work together to provide challenging work for these children so lack of opportunity will not keep them from learning every day.

3) On an weekday afternoon or a Saturday morning, teachers meet with a small group of parents and train them for work in the classroom. The parents learn what jobs are truly appreciated, how to lead a small group of children, how to be consistent with the classroom expectations and consequences, how to give specific and meaningful praise, and where their work will be waiting for them so the teacher will not be interrupted. An important consideration for teachers is to plan ways to show parents they and their contributions to the classroom are valued. Some schools keep volunteer hour records and reward parents with a luncheon or a special pin at the end of the year. The goal is everyone feeling valued in a working relationship that benefits the children.

4) Parents and teachers join groups together. The Texas Association for the Gifted and Talented (TAGT) and the National Association for Gifted Children (NAGC) are for teachers *and* parents. The conferences each organization offers have special sessions for teachers of gifted children, classroom teachers, and parents. These opportunities are enhanced when parents and teachers attend together, talk about what they learn, and look for ways to apply new ideas to "their" classrooms. Each organization also speaks in the state and federal legislatures on behalf of gifted children. Added benefits are reduced rates at conferences and the excellent publications that come along with membership: *Tempo* from TAGT; *The Gifted Child Quarterly*, a research publication of NAGC; and, new this year, *Parenting for High Potential*, also from NAGC. The publication and conference networks are well worth the price of membership, and a membership makes a great teacher gift.

5) Teachers and parents stay alert to opportunities outside of school that are of interest and value to gifted children. Schools are inundated with announcements of museum displays, art center activities, symphony and ballet performances, sports options, and special classes for computers, languages, art, etc. Teachers who look for offerings which touch the individual interests of his or her students will widen the classroom and utilize re-

sources the school doesn't provide. Parents who are active in the classroom and know what the children find fascinating can spot announcements, follow up to get specific information, and provide the teacher with details.

Parents and teachers who forge the kind of partnership these suggestions encourage will solve many problems cooperatively. If there is a concern about a child's progress, behavior, or any other facet of school life, the groundwork has already been laid for a successful resolution. This process is the most promising to handle concerns promptly and positively. However, there are a few pointers for parents about bringing concerns to the conference table:

a) Be sure there is a valid concern. If you know your child is not doing homework or studying for tests, it is pointless to schedule a conference and repeatedly say, "I don't know why she is failing." If you need help motivating your child to complete assignments, then ask for special strategies that can be implemented at home. If you have ideas for changes in the child's program, come with a well thought-out, workable plan.

b) Get your child's point of view before the conference by asking him or her neutral, informational questions that do not blame or escalate. Write down some of the important ways the child describes the situation.

c) Act promptly. Do not wait two or three weeks after an incident or too late to improve grades before making contact.

d) Schedule a conference and arrive on time. Just stopping by to bring up a concern is not fair to the teacher, who has responsibilities and time limits during the day. Plan for enough time to really discuss the concern and create a plan of action. Bring documentation and ideas you have for solving the problem. Bring a tape recorder or take notes so you can reflect on the conversation.

e) Stay calm. Use active listening and rational "I" statements. Remember that the child is your child: be alert for problems, be an active part of the solution, and be a tireless advocate for your child and children in general. Work for a positive outcome, but do not abdicate your child's education and well being to anyone - the teacher, the school, or society in general.

f) Send a note after the conference thanking the teacher for his or her time and restating the decided-upon course of action.

g) Follow the recommendations and action plan. Follow up closely to see that the problem is resolved.

The suggestions above take time and effort on the part of both educators and parents. There is no way to develop a successful partnership without an investment of interest and effort, but nothing succeeds for children like this special relationship between parents and educators.

As you relax and enjoy your summer, consider this September Challenge. Think about the new school year, and look for all of the ways to make the best things happen for your children.

(*Donna L. Enersen is a Gifted Education Specialist in Lafayette, Indiana.*) *T*

New Home, New Challenges

Moving to a new city is always an adventure, but the adventure can turn stressful when parents realize a new city means a new school district. If you are planning to relocate, you should give top consideration to the services available for gifted and talented children when choosing where to live. To gather information, you can call the school district and get the name of the gifted education coordinator for the district and arrange to meet that person to discuss your child's past program experiences and future needs.

In addition, you should spend at least one full day observing what goes on in the classroom and gifted option (resource room, cluster group, self-contained class) that is available at the school your child would attend. Get the names of parents whose children are in the gifted education classes and call the parents to get their opinion of the program. These parents, or the gifted education teacher can give you information about groups for parents of gifted children.

Finally, meet with the principal to discuss mission statements and goals of the school as they pertain to gifted children. If the gifted services remove the child from the classroom, ask how missed work is handled. Ask about continuous progress for students, regardless of grade level and inquire about teacher training for teachers working with gifted and talented children. And remember, once you move, get involved.

ADVOCATING FOR APPROPRIATE EDUCATION FOR YOUR CHILD

By Colleen Elam
Fort Bend ISD

The American Heritage Dictionary of the English Language, Third Edition, defines advocacy as "the act of pleading or arguing in favor of something, such as a cause, an idea, or a policy; active support."

As parents, the cause that moves us to action is our children. We all want happy, successful children and we know that their education is essential to their success. Yet finding and maintaining a high quality, cost effective education for gifted children is not an easy task. Unfortunately, we cannot just pack their lunches, kiss their cheeks, and wave good-bye, confident their school days will be filled with opportunities for them to stretch to their potentials.

Gifted children are a challenge to schools. We understand - they are a challenge to us. But we also understand that if we offer gifted children the opportunity to stretch to their limits, our whole society will benefit. What must we do as parents to advocate for appropriate education? And how do we do it successfully?

Societal expectations exist in all aspects of life. There may be written rules of behavior and an established, documented protocol for many situations. But there are also unwritten rules of behavior and the degree to which we recognize and follow these rules determines the success we achieve in our quests. Here are some suggestions for successful advocacy for your gifted child.

Learn the Status Quo

One of the most important tools for successful advocacy is becoming familiar with your child's school and the people in charge. Learn how your school and the school district are organized.

Begin by making an effort to meet the teachers, counselors, librarians, nurse, secretaries, and principals at your child's school. If your child is beginning a new school, make an appointment to tour the school with your child before opening day. If your child is attending the same school as the previous year, schedule a visit in August or early September during the day while your child is in class. Call several days before you plan to visit and leave a message for the teacher that you would like to visit the classroom and ask if she has particular times she would prefer you visit. This is to your benefit, in that you will gain the most from a visit if you are able to observe the teacher and students interacting. You do not want to go to all the effort of a visit to only sit through a test or art time. Teachers also appreciate this advance call so they do not wonder if something is wrong.

Check in at the office when you arrive. Often visitors must sign in and wear a visitor badge or name tag for security purposes. Then walk through the halls, visit the library, the counselor's office, and the nurse's office. Introduce yourself to new staff members and reintroduce yourself to those who have returned. The school staff meet hundreds of parents - they may not remember you the second, or even the third time you meet. Observe the atmosphere of the school, the personalities of the staff, and the interaction of the students and staff.

Once in your child's class, sit in the back and observe the class setting, atmosphere, and how your child responds and interacts with his teacher and peers. If your child is in elementary school, have lunch with him in the school cafeteria. This will help you meet other children in his lunch group and observe the personalities surrounding your child.

These suggestions will help you come to understand your child's school, but to get an overall feeling of where the educational focus is in your district, you should attend a school board meeting. Observe how the meeting is run and how concerns are handled. Watch which speakers addressing the board are most effective and why.

After the meeting, introduce yourself to the administrators and school board trustees. Walk up, stretch out your hand, and say with a smile, "Hello! I'm ____." Reintroduce yourself each time you meet again until you are sure the person knows your name. When you talk with someone, you want them to be at ease so they absorb what you say. If they are searching their memory for your name, you will not have their undivided attention.

Establish Yourself as An Ally to Education

Actively support appropriate education for all children through your words and deeds. Quality education depends on a partnership of students, schools, parents, and the community. Parents who project a positive image, who respect the efforts of all those involved in education, and who work with the schools for the benefit of all children are the parents who win the respect and the ear of the key decision makers. Parents who show up just to complain, then disappear into the horizon again, win few allies to their cause.

Many parents, due to time constraints primarily, are consumed with the needs of their own children. To advocate for gifted children, parents need to take the time and exert the effort to show other parents that what benefits gifted children can benefit theirs, also. For instance, a school filled with National Merit Scholars enhances the reputation of the school and all who graduate from that school.

One way to demonstrate your support for your child's school is to read the school's mission statement and embrace it. Then, when talking with other adults about the school - or school administrators - you can refer to the mission statement.

Respect the traditions at your school. These can enrich the educational experience. Wild hair day, a pep rally, an egg rolling contest, and a Christmas tree in the classroom all offer opportunities to broaden the horizons of students.

Another way to demonstrate your support for the school and to win allies in the building is to volunteer in some capacity at school that will help many children. For instance, before any new book can be shelved in the school library it must be read by an adult. You could read some of the new arrivals on a regular basis for the librarian. If you read them to your children at home you could spend time with your own children while helping the school. Or you could bake the cookies and serve refreshments for the class that has no room mother. Or you could make presentations on career day, organize the science fair, or judge a speech and debate tournament.

There are myriad ways of volunteering and there should be no excuses. Everyone is busy. This is an investment in your child's education and future. Find something that you want to do, like to do, and do well. Volunteer in this capacity year after year so you become an integral part of the system. And stay involved through your child's entire school experience, not just in elementary school.

Know What Should Be Happening

An educated and informed parent makes a better advocate for her children. Familiarize yourself with what is supposed to be happening in the classroom, in the school, and in the district. Read the handbooks, newsletters, and information sent home by the school and district. Know the state laws on gifted education. Read the research on gifted and other educational issues of interest to you. Ask questions and learn the meanings of the terms used in "educationese."

Read some of the books on gifted children so you understand who these children are, how they learn, what they need, and why. If you know the facts about gifted children and the policies and programs that help and hinder them, you can argue these issues with other parents and educators who are not as well versed and therefore do not understand the need.

Raising Champions, compiled and written by Dr. Michael Sayler and available through Texas Association for the Gifted and Talented gives an excellent overview of the information crucial to parents of gifted with references to some of the most recommended books on the subject. Another book every parent of gifted should read is *Guiding the Gifted Child* by Dr. James Webb, Elizabeth Meckstroth, and Stephanie Tolan, and published by Ohio Psychology Press. This book provides a wealth of practical information that will hold you captive from cover to cover.

Another way to inform yourself on the issues surrounding gifted education is to obtain a copy of the state mandate for educational programs for gifted and talented students from the Texas Education Agency at 1701 North Congress Avenue, Austin, TX 78701-1494. Gifted education has been mandated in Texas since the 1990-91 school year. The wording of the law is changed periodically and it is important to stay abreast of the changes in state legislation.

Thanks to the 74th Session of the Texas Legislature, 1995 was a landmark year for education. For the first time since 1949, the Texas legislators embarked on a major attempt to revise and rewrite the laws for Texas public schools. The end result was an overhaul of the Texas Education Code, often referred to as Senate Bill 1.

One of the major themes in the revision is the emphasis on parental rights and responsibilities stipulated in Chapter 26. Another legislative change is the new rules and regulations on gifted/talented education that were approved by the State Board of Education in May (for more details on SBOE Rules see the pages 3-4 and 18-21).

Request a copy of Chapter 26 and the new rules from the Texas Education Agency. Education and the educational process are fluid; this flux allows parents the opportunity to initiate changes in education.

Still another way to become educated about needs of gifted students is to attend meetings of your local parent support group for the gifted and attend local presentations by speakers on the gifted or sessions at the TAGT annual state conference. If your school district doesn't not have a district-wide parent advocacy group for gifted education, form one yourself. Do not leave it for someone else to do. A large group of parents with a common goal for many children has a larger impact than one or two parents pleading for their own children. A district-wide gifted support group also provides an opportunity for parents to network with other parents and for gifted students to meet gifted students from other schools.

Give Credit for a Job Well Done

One of the best ways to establish yourself as an ally is to recognize and acknowledge the effort of your school's faculty and staff. It's important to realize there are the obstacles hindering the educational process at any school, but with encouragement and support, problems can be solved. Take the time to say or write something positive to teachers, principals, administrators, and staff when they do something exceptionally well. Usually it is problems and objections that are voiced. Make an effort to commend jobs well done. Two lines and two minutes can make a teacher's day, renew her energy, and shore her efforts. At the end of the year write a letter to each of the good teachers your child had that year, thanking them for their teaching skills and their contribution to your child's education and our world's future. Send a courtesy copy to the principal. When the time comes for you to express a concern or voice an objection, your negative stand will carry more weight because you have been actively positive in the past.

Choose Your Battles

Accept that everything cannot be perfect for everyone at all times. Explain to your children that life offers challenges and opportunities under many guises. Teach your children ways to overcome obstacles to their education and/or happiness. The ability to "turn lemons into lemonade" is a valuable asset through out life. Model this behavior in your life, maintaining a positive, can-do attitude.

Recognize issues that should be addressed by the school and act in a timely manner. If you wait weeks or months before acting, the options for change are reduced. Contact the appropriate person when you have a concern. It does no good to call another parent to complain. That parent does not have the power to make the change. Instead, prepare your case and present it to the person with authority to make a change.

Prepare Your Case

Once you have identified the problem that you would like your school to address, take the time to investigate the situation and research the facts. Universalize the problem. Relate it to the mission and goals of the school and community. Determine how it affects all the students and the community. Extrapolate consequences. Strive for a reasonable and rational case. Emotion tends to detract from your credibility and professionalism.

Write a synopsis of your case in order to organize your thoughts. State the problem as you interpret it, present the evidence of the problem, and then list alternatives that might alleviate the problem.

View the problem from the perspective of the student, the teacher, the principal, and the administrator. Determine student benefits, school benefits, economic benefits, and community benefits that would be a result of your proposal. Consider any problems that might occur with your proposal and options. Organize your thoughts and notes into an outline of what you want to discuss with the person with authority to make the decision. Compose your initial presentation so that you can succinctly state what you have to say in approximately one to three minutes. Always use "we," not "I" and "you." And remember to compose yourself before you punch in that phone number. Never call when you are angry or very emotional.

Present Your Case

For a classroom problem contact the teacher first. For a school problem, speak with the principal. Follow the established chain of command in your district. Traditionally, the chain of command is: teacher > principal > instructional specialist > superintendent > board of trustees. If you are unsure of the protocol in your district, ask a secretary in the principal's office. Allow the person most directly involved the opportunity to hear your concern first.

Call for an appointment first, but be prepared in case the person is able to speak with you at that time. Leave a message with your name, your child's name, your telephone number at work and at home, and the reason for requesting a return call or appointment: "I would like to speak with Ms. Jones concerning the English group project assigned to her sixth period class last Monday." By leaving relevant information, the teacher can be prepared with any materials in hand when she returns your call. This will save you both time. Allow 24 hours for your call to be returned, then call again. If your call is not returned after three tries, move up the chain of command.

Greet the person warmly. Your tone of voice can set the tone of the entire conversation and the consequent actions and reactions. Thank the person for returning your call or meeting with you. Then come immediately to the point. State your facts calmly and in order. Ask your questions or make your request. Then listen without interruption. Take notes on the response. Briefly repeat back your interpretation of what was said; if you need clarification of a point, this is the time to ask. If it is necessary for you to respond with an answer, agree on a time when when you will communicate again.

Build bridges; do not burn them. No two people have the exact same beliefs on all issues. Through the years you will be aligned with some people today on one cause and other people in the future. Remain focused on your goal. Do not sidetrack onto a laundry list of complaints. Supply data to support your position and back it up with personal stories. Include yourself in the suggested win-win solutions.

If you are happy with the result of the meeting, say so and say thank you. However, if you are not happy, take your case to the next higher level on the chain of command and then the next. Do not skip a level unless you make an attempt to reach the person at that level and they are unavailable for an unworkable length of time. Keep trying, don't be discouraged and consider compromises.

Through this entire process, you are teaching your children. First and foremost, you are demonstrating in actions that you love them and consider their education a priority. Second, you are modeling some of the most important lessons in life: Every human counts, so respect others as well as yourself; problem solving involves creativity, logic, protocol, challenge, time, and commitment; think before you respond; take control of any situation as it occurs in your life; act, don't react; be positive and persistent and fight for what you believe in.

Even if your attempt at advocating for your child is less than successful, your children will have gained some valuable knowledge in living life and solving problems by watching you be involved in their education.

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(Colleen Elam is a parent of one high school and one college student and lives in Sugar Land, Texas. In 1990 she was instrumental in founding Parents for ACademic Excellence, a parent-teacher support group for gifted education in Fort Bend Independent School District. (See article below.) She is Third Vice-President of TAGT in charge of Parent and Community Involvement.) T

PACE: THE CREATION OF A PARENT SUPPORT GROUP

Beginnings are inspiring, exciting, taxing. From a thought, to a flurry, to work. Compromises and accomplishments. Two steps forward, one step back. So it was with PACE, a parent group in the Fort Bend Independent School District formed in 1989.

Parents for ACademic Excellence "promote and encourage academic excellence in the Fort Bend ISD, particularly the education of gifted and talented individuals, by suppporting and encouraging new and existing activities significant to their education," according to Colleen Elam, one of the founders of the group. The following is excerpted from the 1990 PACE Newsletter to give an example of how parent support groups can be formed.

The idea for PACE came in February of 1989 when the Fort Bend ISD Gifted/Talented Planning Committee began work on plans for the new gifted and talented program. After three months of work, Wayne Craigen, the gifted and talented specialist for the district, asked two parents to form a district-wide parent support group in the fall. Parents had attempted to begin school-based support groups for the gifted program, but the obstacles were great; the thought of forming a district-wide group was formidable.

(See PACE, pg. 28)

BURNING BRIDGES OR CLEARING A PATH? A MOTHER'S REFLECTIONS ON WORKING WITH SCHOOLS TO DEVELOP TALENT IN HER SON

By Patsy Symank
Arlington, ISD

In the first years of my sons' lives, our family was busy trying to lead a life without too much distress or noise. We decided I would stay home with our children. Although those years were wonderful, they were seldom quiet.

When it was time for my oldest son to go to school, I anticipated reading, writing, and arithmetic. What I did not anticipate was needing to develop effective communications between myself my son, and the school.

It was clear to my husband and me that our sons Paul and Mark were unusual in their interests and thinking. So when it was time for Paul to start kindergarten, I called the school district's gifted and talented program. They gently referred me to the school Paul would attend in the fall. I got the impression that the district gets many such calls; everyone seems to believe their little darlings are bright. I learned that schools suggest to parents, even if never stating it directly, that their child is not that unusual and will, like all kindergartners, "level off and fit in nicely." Parents are told not to worry and to trust the school.

We were relieved when they assigned Paul to an "experienced" kindergarten teacher. Surely this person would recognize Paul's needs and know how to address them. She noticed immediately that Paul was different, but the things she observed were not what we'd expected. She told us Paul was too intense and should not read nonfiction books. Encyclopedias were his favorites. I was a little taken aback by his teacher's observations, but thought perhaps we had been wrong in encouraging Paul to read encyclopedias. After all, teachers were the education specialists. Because of this admonition, Paul did discover sports fiction books. A new area of reading opened up to him.

During this time I had many questions, but was not sure who to ask. I knew all children had unique needs. I was sure Paul's needs were no better or worse than anyone else. The school impressed me with its many dedicated teachers and all they tried to do for the kids. What I was beginning to realize though, was that not every school was "ready made" for any extreme needs. My assumption and expectation was that the school would know what was best for Paul. Unfortunately, this was not always the case.

I did not know what to do. There were many recommendations - sometimes contradictory - for educating very bright children. Homeschooling was something we'd been told we should consider and private school was recommended. Although the idea of homeschooling was initially intriguing, I realized that Paul's educational needs were too unusual for me to address with my levels of knowledge. When we investigated the private schools we felt we might be able to afford, none of them felt confident that they could adequately provide for Paul's needs.

First grade found Paul still in our local public school. His teacher was a talented woman with high levels of passion and caring. Her energy and hope renewed my spirits and reinvigorated my energy. She allowed Paul flexibility in his schooling. When he had displayed mastery of regular first grade content, she extended and enhanced his learning. This caused problems with other parents who wondered why their child could not get similar opportunities, regardless of their readiness. I later found out that this wonderful woman was fighting other battles with school officials who were concerned about things I had not considered. For example, if they allowed that Paul moved ahead in his content areas, what would happen when he got to high school?

Luckily, our persistence paid off. Through the hard work of the teacher and myself, we convinced the school to allow Paul to skip second grade. He had mastered all of the content long ago. This decision was not easy for school officials - special tests were given, meetings were held, concerns were aired before the final approval was given.

Paul started the fall not in grade two but in grade three. He met situations we had not considered. For example, unlike students in grade one and two, at our school, third graders change classrooms for each subject. This was a big change for Paul. He no longer stayed in the same room and at the same desk all day. He had to carry his school supplies with him from class to class and keep track of them. He had many teachers, each with different expectations to meet instead of the single person he had in grade one. Advancing a grade did help Paul, but not everything went smoothly that year. Paul's bluntness and unwillingness to "let an issue go" was a point of tension with some of his teachers.

I was aware of these conflicts and was feeling frustrated. I believed then that I could effect desired changes in Paul's situation at school by being cooperative rather than aggressive in my interactions with the school. I took a very active role in the school. I worked as a room mother, volunteered in the office, and helped in many other school situations. In my effort to not be pushy or demanding, I probably had not placed enough emphasis on being a strong advocate for my child.

Having realized this, I took some small and tentative steps. Within a short time, it was clear to me that placement in third grade was still not challenging to Paul. This was especially evident in mathematics instruction. Seeing this, I swallowed my fear and questioned the appropriateness of the third grade math for Paul. To my surprise, they immediately moved him to fifth grade math.

Currently, Paul is 10 and in grade five. He travels daily to junior high for honors algebra. His inability to sit still for very long, his sharp retorts to others, and his struggle with fine motor skills and penmanship continues to frustrate him and us. Typical of other extreemly gifted children, most everything about Paul is extreme (emotions, interests, etc.). His strongly held opinions often cause his teachers and me grief. On the other hand, he is being challenged academically and his study skills are finally developing. Socially, he has found eighth grade a more comfortable atmosphere. He enjoys sports and other activities with the other fifth graders.

We have found that the response, "We-can't-do-that-because of scheduling," is not cast in bronze. Paul plays the bass and needed training at a higher level than would have been possible in grade five. Unfortunately the junior high schedule conflicted with Paul's schedule and it appeared that he would not be able to take sixth grade string lessons. When his teacher recognized Paul's talent and needs, she amended his schedule to include sixth grade stringed instruments. She allowed him to attend shortened class periods with the older students. I am thankful for his strings teacher who, rather than have him loose the opportunity, found a way to get Paul into the appropriate class.

This year is the best so far. Paul continues to grow and do well in his studies. There still seem to be those whose actions that would make it harder for Paul to receive an appropriate education. There are also those who are most anxious to help us make good educational placements for Paul.

Our experiences have taught us that a willing teacher who sees the individual needs and talents of a specific child may be more helpful than one who sees students as groups with similar needs or who focus on the problems instead of the excitements of having a child with unique talents. This is true even of some teachers who have training in gifted and talented education. Even they sometimes see all gifted children as alike and having similar needs.

Paul's younger brother Mark is a 7-year-old in second grade. Mark has strong educational needs much as Paul did. Mark is not Paul and his needs and the way he manifests those needs is different from Paul's. Already, in second grade he is saying he abhors school and is developing some classic signs of an underachiever: incomplete assignments, disorganization, and carelessly done papers and products. Mark had the complicating factor of a mild speech problem and we recently discovered he needs glasses.

Mark's classroom behaviors might make him a candidate for removal from the high math group in second grade. However, due to the efforts of our campus advocate for gifted learners, they gave him several above-level tests. The results of the tests were astounding and surprised the second grade teachers and us. Mark was placed into a gifted fourth grade math class. His grades, classroom behaviors, and self-esteem have flourished and improved there.

A lesson we learned in this move is how important the attitudes and beliefs of the receiving teacher are. His fourth grade mathematics teacher is a willing partner to Mark's placement in her class. If Mark's second grade teacher and his parents alone wanted the move, it probably would not have worked.

Scheduling continues to be one of the biggest problems we face with children who take some classes with older students. When the school changed Mark's schedule in mathematics, it necessitated him taking music and P.E. with the first graders, due to the timing of mathematics classes in grade four and the schedule for grade two.

Lessons We Have Learned

"At risk" students can happen at both extremes of the academic spectrum. The system likely will not take care of gifted kids unless parents are willing to get in there and fight for their needs.

I realize now how much more I could have done earlier for Paul and Mark. I let the school intimidate me too easily and I was afraid to speak up for my children.

I did not want to make waves or be one of those loud and bothersome parents about whom teachers complain. My fears kept me from being the advocate my children needed.

Our working with Paul and Mark's schools continues to be an exciting and eventful journey. I don't have all the answers for my sons, but I have come a long way from where I was several years ago.

I am much more confident that my district will work with me to find good interventions for my children and the other gifted children.

I have learned that the school personnel and I both need to respect the other's concerns and views. We are on the same side and can accomplish much when we work together.

(Patsy Symank is the mother of two gifted children. They live in Arlington, Texas.)

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I have learned a few things that other parents and schools would find useful in meeting the needs of our gifted children. Parents should ask themselves:

- Am I informed or educated on gifted education issues? Do I expect the "system" to take care of all the schooling needs of my child?
- Do I take charge and advocate for my child or lay back and hope for change next year?
- Do I respect the teacher's areas of expertise and commitment?
- Have I learned the appropriate school "chain of command?" Have I broken it by jumping to the wrong person with my concerns?
- Do I expect others to be respectful of my child's needs, yet I discount theirs?
- Do I volunteer at school? Do I volunteer only in areas that directly affect my child?
- Do I present what looks to others as an elitist agenda?
- When I request a conference with my child's teacher, have I thought about what I want to accomplish? Do I have a goal in mind?
- Do I bring my own personality conflicts into the situation?
- Am I willing to work toward a shared goal, or must I have *my* ideas implemented?
- Do I compete with other parents of gifted children?
- Have I looked for other parents, other advocates who live near me? Have I looked further?
- Do I search out and provide avenues of outside pursuits neccessary for my child's well-being and balance?

-Patsy Symank

A TASTE OF GIFTED AND TALENTED FOR PARENTS

By Elma Torres
Orange Grove ISD

Communication is one of the most important ingredients within a school district. Indeed, in order to comply with Compliance Item A.1 [19 TAC 89.52 (a)(6)] which states "Districts provide orientation and periodic updates of students identified and served as gifted," districts must have clear, effective communication between school administrators, teachers and parents .

At Orange Grove Independent School District, several teachers - led by the district's former Gifted and Talented Coordinator, Pauline McClendon - developed a successful form of communication between parents and teachers. Having recently attended a TAGT conference and come home with a wealth of information from the various sessions, the teachers asked, "Why not host a mini-conference for parents right here in Orange Grove?" The result was an evening of informational presentations by gifted and talented teachers.

Refreshments, baby-sitting service, and various 20-minute sessions resulted in a successful connection between parents and teachers. Assisting parents in understanding the district's gifted and talented program, Reaching and Achieving Potential (RAP), was an important goal. Also, parents gained a better understanding of the necessity for a broad base of experience for gifted children at both home and school.

Many of the parents became students in a typical gifted classroom environment that evening and gained a deeper understanding of district policy and what their child's encounter with differentiated curriculum means to him at school and at home.

While we continue to update the parents of the children in our district's gifted education program with meetings, letters, and presentations, none has equaled the success of our "A Taste of Gifted and Talented For Parents" mini-conference.

Orange Grove ISD gifted and talented program suggests the following steps for planning a mini-conference for parents:

1. Send a survey home with several questions such as:

a. What topic would you be interested in learning more about?

b. What day of the week is most convenient for you to attend an evening session?

c. What concern(s) would you like to see addressed at a mini-conference?

2. Use survey results to plan several sessions.

Invite outside speakers if you wish; however, teachers in your district are your best resources. We saw stronger bonds between teacher and parent when the parent viewed the child's teacher as a knowledgeable and well-trained individual.

3. Preregister parents.

Have parents fill out a form indicating which sessions they plan to attend, listing a 1st, 2nd and 3rd choice. Indicate that child care will be available on program nights.

4. Plan sessions and make arrangements to provide refreshments.

Parents have enjoyed topics on censorship in high school literature, teaching methods used in the K-3 classroom, the 4-8 classroom and the 9-12 classroom, making course level and college level decisions with your gifted and talented child, behavioral characteristics of gifted and talented students, and parenting the gifted child.

The Orange Grove ISD Reaching and Achieving Potential program teachers have found a successful way to improve parent-teacher, home-school communication through use of our mini-conference. This event has brought about a better awareness of the needs and challenges faced by the gifted and talented students in our district and everyone has benefited as a result of more effective communication.

(Elma Torres teaches Gifted and Talented Language Arts classes for students in grades six through eight in Orange Grove, Texas. She was recently named the 1996 Distinguished Teacher of South Texas by the Corpus Christi ***Caller Times****)*

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WHAT'S A POOR PARENT TO DO?

By Dorothy Kennedy
Stevens Point, WI

One of the most pervasive myths in gifted education is that "all parents think their children are gifted." The implication is that we are surrounded by hordes of pushy parents out of touch with reality and demanding top quality education for their kids.

Would that it were so. I'm much more concerned about the many parents I know who settle for far too little for their highly capable children. To them I offer the following advice:

If your child is completing all of his or her school work easily, quickly and perfectly, you should be concerned. This is a sign that the work is not challenging and that the child is not getting any exercise for the mental muscles. Children must learn to stretch their minds, to undertake tasks that are difficult and complex and to struggle with them. That's how growth occurs.

Progress doesn't come from flawless completion of low-level, routine tasks. Children who think that's what school is about can get turned off to the whole idea of school and begin to specialize in underachievement. Or they can develop a self-identity tied so closely to success-without-effort that the first time they face a more difficult task, instead of engaging in a productive effort, they fall apart.

Try to develop an accurate perception of what your child is capable of. Read about the accomplishments of gifted children. View some videos about their projects. Visit some magnet classrooms where children are held to high, but attainable, standards. Knowing what other gifted children have done can help you reflect on your child's development and decide whether he or she needs more nourishment, or a different kind of nourishment. Just don't confuse pressure with nourishment.

Know what kind of classroom environment will suit your child, and keep looking until you find it. Consider the teacher's attitude toward working with advanced learners. Does the teacher genuinely like bright children and provide materials that delight them? Is the teacher a good facilitator - that is, does the teacher do a good job of helping children learn how to learn for themselves? Does he or she guide students to use a variety of resources to find information? Does the teacher encourage children to monitor their own learning and their own thinking?

Does the teacher design multi-layered tasks that involve complexity? Is there a focus on open-ended problems, or is there always one right answer? Can students proceed at their own pace, or is everyone locked into the same lesson at the same time? Are acceleration and enrichment both options? Is there some individualization - not only for children with disabilities, but also for children with advanced abilities?

Intellectual and academic growth need not come at the expense of social success. Parents often make such comments as, "I don't want my child to be labeled a Nerd or a Brain. I think it's important for her to fit in and to have friendships." I understand this concern and agree that socialization is important. Adults (at school and at home) can help precocious children acquire social skills.

Teach them to understand other children, to listen to the words they use, to recognize their priorities, to learn how the system works and how to become part of it. In other words, use a child's cognitive power to promote socialization. But don't forget about the intellectual needs of that child. Tap into the strong drive for more information about a variety of topics. Help your child make sense of the world of social interaction and also the world of concepts, ideas and facts.

(Dorothy M. Kennedy is the editor of News from the Network, *a quarterly newsletter from the Network for Gifted Educatiuon, University of Wisconsin at Stevens Point.)*

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MISINFORMATION IN THE INFORMATION AGE

by Susan Harper

It happened again today. I was in the grocery store and ran into one of my daughter's friends and her mother. The mother said, "Oh, your daughter is in PEAK! Congratulations! You must be very proud of her."

She said, "Congratulations!" like my daughter had made all-district on some athletic team, something for which she would have had to work hard to achieve. But that was not the case at all.

Yes, I'm very proud of her, and my son, but not because they are in PEAK (the gifted and talented program in the HEB Independent School district). They were tested and placed in a special program designed to keep them interested in school and help them learn to accept their learning differences. It is really designed to keep them from becoming at risk because of something they were born with, much like the students I teach every day in another school district.

My students have learning disabilities. They are hard to motivate, and they have experienced a large amount of failure by the time they get to high school. They are different and they know it. It's not cool to be different in a way that puts the spotlight on you in class. (Purple hair, shaved heads, and sagging pants are different - that gets the spotlight on them in the halls.)

Both of my own children have high-ability intelligence. That does not mean they are always high-achieving. Some things come easily to them, but many things do not. If you have a kid with similar abilities, you probably know what I mean.

People - including my friend at the grocery store - don't understand kids with special needs. We've made headway with the special needs classified as "disabilites" we even have a national act ensuring that the needs of persons with disabilites are always met. What people are slow to understand are the needs of chidren who are highly able.

I'm sorry that so much misinformation exists about gifted and talented programs such as PEAK. Look at the recent activity in the Dallas ISD's gifted and talented program. It has been the leading nightly news story several times this past year.

There is so much I want people to know about PEAK and gifted and talented kids. I want them to know that PEAK is not a reward. It is not something a regular classroom teacher can withhold as punishment. (Just like Content Mastery cannot be withheld from a student with learning disabilities.) I want people to know that high-ability kids can be - and often are - low-achieving. They can be hard to challenge and impossible to keep interested. They can be hard to reason with because they sometimes are gifted with reasoning ability far beyond their years, yet they don't understand the purpose of the reason. The gifted kids can feel failure and expect perfection to such degrees that they just quit.

Some quit school. Some quit life. All at once, or a little at a time, and it is a tragic waste. There are some very bright, highly able, talented people languising in prisons because somewhere along they line, they didn't learn to work in the system.

The purpose of PEAK, as I see it, is not to make the world fit the student, but to help the student fit into and succeed in the world. The PEAK class is a place for these kids to feel like they are "normal" while they are learning the best ways to impact their world. They aren't expected to be the group leader, or to make 100's on all their papers. They are merely one of the gang in PEAK.

We all have concerns and want our children to get the best education they can. We want the school system to proivide everything it should for all children. I don't want kids to be molly-coddled or taught that abilities and/or disabilities are excuses. In fact, I want just the opposite. I want them to learn reality-based consequences. I want all our chidlren to have the chance to be children. I want PEAK to be suitable for all kids with giftedness, not just the ones who are gifted in the verbal reasoning/language arts area.

Mostly, I want the kids who are future Einsteins and Curies, Wrights and Earharts, Roosevelts and Rockefellers, Montessories and Edisons to enjoy and share their gifts as much as the future Cummingses and Anjelous, Clintons and Frosts, Twains and Alcotts.

(Susan Harper is a parent in the Hearst, Euless, Bedford ISD. This article is reprinted from the HEB Gifted and Talented newsletter.)

TEXAS LAW AND PARENT RIGHTS AND RESPONSIBILITIES

By Ann Wink
Killeen ISD

Thanks to the 74th Session of the Texas Legislature, 1995 was a landmark year for education in this great state. For the first time since 1949, the Texas legislators embarked on a major attempt to revise and rewrite the laws for Texas public schools. The end result was an overhaul of the Texas Education Code, alias Senate Bill 1. One of the major themes in the revision is the emphasis on parental rights and responsibilities stipulated in Chapter 26. These strong statements enacted into law acknowledge and underscore the role of parents in education. The Texas Legislature has done its part for education. Now it is up to parents and schools to follow through. Consider some of the opportunities Chapter 26 opens for parental involvement. (Italicized comments are the author's.)

Sec. 26.001; Purpose

(a) Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.

(b) The rights listed in this chapter are not exclusive. This chapter does not limit a parent's rights under other law.

(c) Unless otherwise provided by law, a board of trustees,administrator, educator, or other person may not limit parental rights.

(d) Each board of trustees shall provide for procedures to consider complaints that a parent's right has been denied.

(e) Each board of trustees shall cooperate in the establishment of ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in school activities.

This purpose statement grants parents rights plus charges them with responsibility in the education of their children. In this era of demands for accountability, the law now states that parents and schools are jointly responsible. The first step to partnership is communication. A parent-teacher-administration organization provides a non-threatening opportunity for communication, focus, and cooperation. This "parent-teacher organization at each school" stipulated in (e) does not have to be a traditional PTA or PTO. There is no definition of "parent-teacher organization" in Senate Bill 1.

The purpose of (e) as stated is "to promote parental involvement in school activities." Parents and schools have the option of maintaining or structuring an organization that works towards this purpose on their site. It is also acceptable for small districts already utilizing an effective K-12 Parent Teacher Association to maintain this strong PTA and to designate a parent representative from each school to be the liason to the K-12 Parent Teacher organization.

Sec. 26.002.; Definition

In this chapter, "parent" includes a person standing in parental relation. The term does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Chapter 26 does not address joint custody, conservatorship, parental disagreements, or similar scenarios. School districts will continue to follow any applicable court orders regarding direction of a student's education.

Sec. 26.003; Rights Concerning Academic Programs

A parent is entitled to:

(1) petition the board of trustees designating the school in the district that the parent's child will attend, as provided by Section 25.003;

(2) reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student;

(3) request, with the expectation that the request will not be unreasonably denied:

(a) the addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class;

b) that the parent's child be permitted to attend a class for credit above the child's grade level, whether in the child's school or another school, unless the board or its designated representative expects that the child cannot perform satisfactorily in the class; or

c) that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation;

(4) have a child who graduates early as provided by Subdivision (3)(c) participate in graduation ceremonies at the time the child graduates. The decision of the board of trustees concerning a request described by Subsection (a)(2) or (3) is final and may not be appealed.

One of the questions that parents moving to Texas most frequently ask TEA is, "What is the best school district in the ____ area of Texas?" The similar question asked of gifted program administrators across Texas is, "What is the best school in your district?" here is no "best" school in any district or in Texas. Every school has positive and negative attributes, successful and floundering programs. In addition, these attributes and programs are fluid. So how does a parent determine the best school for a child?

An example of a better question to ask a gifted program coordinator would be, "What gifted programs do different schools in your district offer different programs?" Then contact each school mentioned by the administrator. Ask the principal or counselor about the opportunities in place now that make it possible for gifted students to realize their individual potentials. Visit the schools and compare carefully. TAAS test scores do not tell the complete story. Find the right match for the individual student. After enrolling the child, volunteer in the school, participate in the parent-teacher organization, and support the school, the teachers, and the students.

This law does not limit a request for a student assignment change to a particular time during the school year. A parent may petition the board of trustees with respect to the school assignment of the student as provided by Section 25.003. A parent is also guaranteed reasonable access to a designated administrator to request a change in the class or teacher to which the parent's child has been assigned. A request for a change of class or teacher calls for careful consideration and delicate diplomacy on the part of the school and the parent.

As in any profession, there are good teachers and there are ineffective teachers. The teacher who is the all-time favorite of your neighbor's child and the teacher-of-the-year at school, may be the worst for your child. In the same vein, the best teacher is not always the gifted and talented teacher and the best class is not always the gifted or talented class. Realistically, we must accept that a child will not have the "best" teacher every year. However, there are times when a class or teacher should be changed to alleviate a situation that is detrimental to the growth of the child.Teaching styles and learning methods can conflict. Personalities can be incompatible. A request for a change will be seriously considered if there is evidence of reason and if protocol is followed.

First alert the teacher to the problem. Teachers are professionals trained to deal with children. If there is no improvement, the next step is the department head and then the principal. An appeal would then be taken to central administration and then the local board of trustees. One way to assess the class is to look at the number of exits requested in the last few years.

Make an appointment to speak with the principal concerning the addition of a class. Present a written outline with your proposal. Include a synopsis of what the course would cover, how it would be valuable to students, and how it would compliment the current curriculum. Ask the principal how many students would be needed to form a class. This number varies school to school. Generally, 20 or more students would make the addition feasible. Inquire in time for the proposed class to be listed in the school's course selection materials so the entire student body would have an opportunity to consider the class.

The law does not require that transportation be provided for the child to another site for instruction.

The hue and cry in high schools across Texas at this point is to make offerings so rich and inviting that students do not want to leave a year early.

Sec. 26.004; Access to Student Records

A parent is entitled to access to all written records of a school district concerning the parent's child, including:

(1) attendance records;

(2) test scores;

(3) grades;

(4) disciplinary records;

(5) counseling records;

(6) psychological records;

(7) applications for admission;

(8) health and immunization information;

(9) teacher and counselor evaluations; and

(10) reports of behavioral patterns.

Screening records takes time. In order to glean the most in the least amount of time parents should call the school first to schedule an appointment to review a child's records. Be specific as to what you wish to see. It may be preferable to put your request in writing so there are no misunderstandings. Get all clearances and permissions before your appointment time. Allow enough time to read the records and then to discuss them with the counselor or school administrator. Ask for an explanation of what the tests or records indicate and how they are used.

Sec. 26.005; Access to State Assessments

Except as provide by Section 39.023(d), a parent is entitled to access to a copy of each state assessment instrument administered under Section 39.023(a), (b), or (c) to the parent's child.

Sec. 26.006; Acccess to teaching materials

(a) A parent is entitled to:

(1) review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child; and

(2) review each test administered to the parent's child after the test is administered.

(b) A school district shall make teaching materials and tests readily available for review by parents. The district may specify reasonable hours for review.

This section provides access to all teaching materials used in the classroom as well as all tests including teacher-made tests administered to students. Tests are not accessible until after the test is administered. The district may place reasonable restrictions on the time during which access is available to protect test security and ensure teacher access to teaching materials. A district which uses standardized tests under a contract which requires confidentiality, for example SAT, ITBS, ACT, CTBS, and IQ tests, should request an Attorney General's opinion upon receiving a parental request for access which conflicts with the contract and may wish to consider the use of waivers for such tests.

Sec. 26.007; Acccess to Board Meetings

(a) A parent is entitled to complete access to any meeting of the board of trustees of the school district, other than a closed meeting held in compliance with Subchapters D and E, Chapter 551, Government Code.

(b) A board of trustees of a school district must hold each public meeting of the board within the boundaries of the district except as required by law or except to hold a joint meeting with another district. All public meetings must comply with Chapter 551, Government Code.

Any school board "retreat" that is a "meeting" as defined by the Open Meetings Act must be held within the district.

Sec. 26.008; Right to Full Information Concerning Your Child

(a) A parent is entitled to full information regarding the school activities of a parent's child except as provided by Section 38.004.

(b) An attempt by any school district employee to encourage or coerce a child to withhold information from the child's parent is grounds for discipline under Section 21.104, 21.156, or 21.211, as applicable.

Sec. 26.009; Consent Required for Certain Activities

(a) An employee of a school district must obtain the written consent of a child's parent before the employee may:

(1) conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required under Section 38.004; or

(2) make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

(b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or record or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

(1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;

(2) a purpose related to a cocurricular or extracurricular activity; or

(3) a purpose related to regular classroom instruction.

Note that Chapter 26 does not affect videotaping on school buses for the purpose of safety and discipline. The prohibition against videotaping is limited to school employees. Therefore it does not prohibit a television station from videotaping a child.

Sec. 26.010; Exemption From Instruction

(a) A parent is entitled to remove the parent's child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity. A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester.

(b) This section does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency.

When a parent exempts a child from instruction due to religious or moral beliefs, the district must provide alternative instruction for the student if such instruction is necessary in order for the child to meet all the essential elements for that class from which the child is removed. The placement of a child during this period of exemption is in the discretion of the district. The district should ensure that the child is supervised and that the child receives instruction if necessary.

Sec. 26.011; Complaints

The board of trustees of each school district shall adopt a grievance procedure under which the board shall address each complaint that the board receives concerning violation of a right guaranteed by this chapter.

This says if you feel the rights granted you in this chapter of the law have been denied, you should be able to find board-approved policy for filing a grievance.

Sec. 26.012; Fee for Copies

The agency or a school district may charge a reasonable fee in accordance with Subchapter F, Chapter 552, Government Code, for copies of materials provided to a parent under this chapter.

If you request a copy of a test, your child's records, or any other document that this law gives you the right to a copy of, the district may charge a reasonable copy fee.

I have explored many opportunities granted parents in Chapter 26 to be come involved in their children's educations. You need to exercise your rights as needed, but you also need to be informed and well prepared as you do.

As Americans we know that with rights come responsibilities. Therefore, we need to do our homework and look at all sides of an issue and be informed as to the best practices in education to truly be partners with the educators who work in the schools everyday.

As an educator I can tell you we welcome informed, involved, sincere parents into our schools. If your children are to receive the best education possible, we must form a partnership to make it happen.

(Ann Wink is the Coordinator of Gifted Programs in Kileen, Texas and Immediate Past President of the Texas Association for the Gifted and Talented)

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FORGING EDGES: EXCELLENCE VIA PARTNERSHIP

by Cynthia Specia Shade, Ph.D.
Edgewood ISD

In Edgewood Independent School District, a partnership between school and community members resulted in an expanded gifted and talented elementary education program in our school. Through systematically gathering data from multiple sources, Edgewood ISD's gifted and talented personnel were able to expand the EDGES (Education Designed for Gifted Edgewood Students) program, to include low socio-economic Hispanic students. Our desire was to expand the direction and scope of the EDGES' curriculum and to provide educational opportunities that would prepare all our students for the 21st Century.

Gifted and talented education is an integral part of instruction in Edgewood ISD, therefore, students, teachers, parents, community members, university partners, campus administrators, and central office administrators were interested in seeing an expanded program succeed. More than a thousand people gave ideas that ultimately designed future services for our gifted and talented students. With so many interested parties, the process of developing a new model for our gifted and talented elementary education program needed to be systematic. The EDGES restructuring process moved through seven phases.

Research

The first phase was based on current research. Research articles and textbook information on gifted and talented education were examined (e.g.: Rogers, 1991; Runco, 1993; Maker, 1982; Udall, 1989; Silverman, 1993; Maker, 1993; Renzulli, 1986). Some of the topics investiaged were grouping practices, research-based decision making, creativity for disadvantaged students, teaching models in education of the gifted, curriculum for gifted Hispanic students, counseling the gifted & talented, gifted in the regular classroom and the schoolwide enrichment model.

Practitioners' Discussion

The second phase was based on discussions of the research in relation to our past experiences in Edgewood ISD. After reviewing research articles, discussions were held with teachers who had been working directly with students. Seven sessions were conducted between August and early October. As expected, these discussions provided insight into what types of practices were successful with low socio-economic Hispanic student populations.

The teachers stressed the importance of selective incorporation of programs into the EDGES' curriculum. The programs needed to be culturally appropriate, challenging, and proven successful. Success was defined as the programs lasting a number of years, receiving national recognition, or being cited as successful in research literature.

Awareness & Discussion Sessions

The third phase allowed for the collection of general ideas from the interested parties - students, parents, teachers, administrators, and community members. Seven awareness sessions with various groups were held between October and February. All the meetings were informal and if the group was large participants were divided into groups of 10 to 12 people in order to facilitate open discussions and generate the maximum number of ideas. Information gathered from these sessions, along with information from research literature and our personal experiences provided enough information to develop a survey. Our goal was to discover the opinions, ideas, concerns, and perceptions of the interested parities.

Survey

Two surveys were used, one for students in the gifted program and one for parents, community members, teachers and administrators. The first survey was given in December to gifted and talented Hispanic students who would be involved in the expanded EDGES program model. They were asked questions concerning schoolwork, including how challenging the material was to them. Typical questions were:

How important is math?

How talented are you in language arts?

How often do you think you work hard in social studies?

What grade do you usually earn in science?

How many minutes of gifted and talented homework do you usually do each night?

In February, we surveyed 611 parents, community members, teachers and administrators. Three sample questions appear below.

- Computer technology should be extensively used in gifted and talented education classrooms:

  A. Strongly agree

  B. Agree

  C. Neither agree or disagree

  D. Strongly disagree

- In your opinion, how challenging is the Edgewood gifted and talented education program in grades 3, 4, and 5?

  A. Not at all challenging

  B. Somewhat challenging

  C. Appropriately challenging

  D. At times somewhat too challenging

  E. Overly demanding

- Would you be willing to have students bused to an elementary school other than their home campus for gifted and talented education instruction?

  A. Yes

  B. No

  C. Not sure

Student answered surveys were analyzed by the National Research Center for the Gifted and Talented in April. The second survey was statistically analyzed by Dr. Max Martin of Edgewood's Research & Evaluation Department. Dr. Martin developed visual transparencies to depict survey data. This made follow-up presentations easy for the average person to understand.

After the data was evaluated, phase five began. Meetings were held with all the interested parties to relate survey results. Possible models were discussed. Finally, research, survey data, and majority opinions were melded into a model that would be a winning instructional tool to meet the needs of the students, satisfy interested parties, and fulfill Texas Education Agency (TEA) guidelines.

Pilot Model Sites

Phase six included piloting a transitional model in schools whose principals volunteered to implement the enhanced gifted and talented elementary model. Four elementary schools participated in the pilot. While the pilot schools were implementing the model, we sent gifted and talented teacher-facilitators to the other 12 non-pilot schools to help them plan and organize for implementation the following year. During the pilot year, we learned a great deal about what worked and what didn't and were able to apply our knowledge when advising our 12 non-pilot schools.

The expanded gifted and talented model consists of three components: a pull-out program, an inclusion program, and an enrichment program.

Pull-out Time

The lead gifted and talented education teacher "pulls out" gifted and talented students for at least 2 hours and 30 minutes each week for gifted and talented education services. During this time, students are clustered with identified gifted and talented students for instruction. Depending on the number of identified students at their campus, one or perhaps two grade levels may be grouped together for instruction.

Inclusion Services in the Regular Classroom

Our stakeholders felt that 2 hours and 30 minutes of gifted and talented instruction was not enough instructional time. To increase services, our grade level teachers differentiate the regular curriculum. One teacher on every grade level at each elementary school is trained in gifted and talented education to ensure that the gifted students are continuously challenged and that they have access to qualitatively different curriculum every day. The classroom population consists of gifted and talented students who are on same grade level. However, if the group is small, there are some other high achieving students added to the group in order to have an appropriate class size.

Schoolwide Enrichment Model (SEM) for all Students

Since our students come to school with very few enrichment opportunities, we believed that we needed enrichment for all students. Thus, we elected to include Renzulli's *Schoolwide Enrichment Model* in our program. SEM provides enrichment experiences for all students through various educational encounters. The SEM model leads the student through awareness experiences (Type I), the learning of a process (Type II), and the development of a product or independent study (Type III).

All students have access to exploring a wide variety of learning experiences and may choose their own level of involvement. A teacher-facilitator on each campus coordinates students' interests with their selected activities. This allows both unidentified and identified gifted and talented students to follow their dreams, complete independent studies, and explore new content areas in or outside of the school walls. Working in SEM, teachers learn to teach through non-traditional methods and increase their repertoire of teaching strategies.

Staff Development

Staff development is a must for program success. From our survey, we discovered that only our lead gifted and talented education teachers had obtained sufficient staff development in this field. In addition, we found that most of our grade level teachers had no training in gifted education. Thus, an extensive training program occurred during September 1993 through November 1995. Over 200 grade level teachers received the basic 30 hours of gifted and talented education training. One school committed to have every professional staff member attend the 30 hour inservice.

Three-Year Process

Our expanded program was redesigned the first year, piloted the second year, and implemented the third year. Currently, we are in the year of full implementation of our elementary model. Teachers, principals, paraprofessionals, and parents like our expanded model. The process has been long and arduous. However, by working together and moving in a logical manner, we have designed a program that is research based, community supported, and is meeting the needs of our culturally diverse gifted students in EISD.

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(Dr. Cynthia Specia Shade is a Gifted and Talented Education Coordinator with Edgewood ISD, in San Antonio, TX. She has developed an identification system for identifying low socio-economic status Hispanic students and designed and implemented gifted education in grades K-12.)

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The Texas Academy of Leadership in the Humanities Provides a Model Setting for Texas Scholars

Dorothy Sisk, Ph.D.
Lamar University

The state of Texas is experiencing accelerated change due to increased information and technology within a society that is increasingly more multicultural. Today's schools must keep pace with these changes in society, look to Texas' future, and prepare our young people for the emerging possibilities. A recent poll of over 400 CEO's identified needed qualities for the workforce 2000, including problem solving, communications skills, and a commitment to the values that have contributed to the positive qualities of American society. The area of humanities is a natural vehicle for the development of these qualities, in that the humanities reflect mankind's struggles and solutions to the basic issues and problems of life.

The Texas Academy of Leadership in the Humanities (TALH) provides a model setting for Texas scholars to develop their academic potential to contribute to the future of Texas.

TALH was established in 1993 by the Texas State Legislature as a two-year, residential, early-admissions university program for high school students with interest and outstanding achievement in the humanities. Students are selected during their sophomore year in high school for admission to the Academy in the fall of their junior year. TALH provides Texas gifted students the opportunity to complete their last two years of high school and their first two years of college concurrently in residence on the Lamar University campus in Beaumont.

The first class of 30 students enrolled in the fall of 1994 and the second class of 100 students enrolled in the fall of 1995. TALH plans to admit 200 students in the fall of 1996.

TALH addresses the problem of gifted students who need the challenge of an in-depth academic environment to develop their leadership and academic potential. With the current emphasis on restructuring education, TALH provides gifted high school students an opportunity for academic advancement with outstanding university professors in an atmosphere of excellence. Major problems - poverty, pollution, overpopulation, hunger, energy, war, peace, health, aging, crime and violence are explored through the liberal arts and sciences.

In TALH, young potential leaders learn to live effectively with others and to use their leadership skills and creativity in addressing real problems. A special effort is made to recruit minority gifted students to insure their involvement in the program and to develop future leaders within the minority populations. The 1995 class is comprised of 27% minority students.

The TALH "family" of instructors, administrators and counselors are carefully selected to assist the students in demonstrating that high goals and leadership are obtainable.

A special focus of the TALH program is the provision of a cooperative learning atmosphere to support the diverse community of learners through special cultural activities and social events that are age-appropriate.

Students in the program are responsible for their tuition and fees, as well as room, board and book costs. Scholarships and financial aid are available for students in need of assistance and half of the current class receives financial assistance.

In May, 18 students graduated from the Academy and all received entrance to their college of first choice. The following two articles, one from a graduating student and a second from his parents, reflect the effectiveness of TALH in meeting the needs of gifted secondary students.

(Dorothy Sisk, Ph.D., is currently the C.W. Conn Professor at Lamar Univeristy in Beaumont, Texas, where she directs the Texas Academy of Leadership in the Humanities, the Gifted Children Center, the Center for Creativity, Innovation and Leadership, and coordinates teacher training in gifted education.)

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Leaving High School Early: A Parent's Perspective

by John Adams and Sherry Green-Adams

Making the challenging decision to allow a 10th-grader to leave home prior to completing a hometown high school raises a number of questions. We think the gifted and talented programs mandated by the Texas Legislature are long overdue. Those gifted students who are motivated to achieve beyond the high school environment and are capable of doing so should be allowed to. However, even the strongest advocates of an enhanced education via a gifted and talented program in a university environment must pause a second to reflect on the impact to the child and the family.

We began the application process at the Texas Academy of Leadership in the Humanities and within weeks, our son was accepted to the program at Lamar University. Our concern over whether Calvin was ready to go (and his mother willing to let him go) shaped family discussions during the days before the final decision. The question of preparation and timing was clouded by both a concern for the unknown and doubt expressed to us by those who did not understand the role and focus of a university program for the gifted and talented. Friends, grandparents, and the local high school all expressed doubt and genuine concern. Administrators at the local high school were slow to respond to requests for assistance, due to their limited knowledge of the program and preconceived notions. One of the administrators kept saying Calvin was not going to get the "local high school experience".

In the final assessment, we decided that our son could hang around home and high school unchallenged (he would have finished all of his high school requirements and could have graduated at the end of his junior year) or he could go to the Academy leaving home with our support. One driving force that hastened our decision was Calvin's diligence to check out all the options, to participate in charting his future and to convey to us that this was no whim. He told us he would fully apply himself fully at TALH.

Calvin is generally a self-starter, well-traveled, a grand national champion in numerous 4-H events, and is always very curious about the world around him. With this background, he quickly excelled at Lamar. The classes were a real challenge and with the association of other students bound on excelling, he truly found a niche. He finished the first year at the head of his class and his focus quickly shifted to sorting through a number of options as to where to continue his studies. He had already figured out that a high SAT and high class ranking would not be enough. The Lamar program exposed him to a number of options and assisted in setting up interviews as well as campus visits.

Being in a university environment, Calvin was further exposed to new avenues of study, all of which would figure heavily in the selection of his next university. Lamar helped open the door to study in both Cuernavaca, Mexico, and San Jose, Costa Rica, during breaks, as well as a summer semester at Vanderbilt University. This was all followed by an East coast tour with his TALH classmates to a number of Ivy League universities. By his last semester, his focus had narrowed and his intentions were to study international law and economics. Being one of a few to be accepted out of 6,000 applicants to the Walsh School of Foreign Service at Georgetown University in Washington, D.C., as well as a private tour of the State Department and a Presidential Luncheon at Georgetown helped clinch his decision.

TALH opened new horizons of thought and challenge for Calvin. The interaction in university classes and the broad cross section of activities were a challenge and a timely part of his education. Without a doubt, the experience helped qualify him for admission to any university he chose to apply to.

The Academy required an adjustment and commitment on Calvin's part at a time when he could have taken the easy path. He was away from home, but over time it was not hard to adjust to having friends both at home and at Lamar; this experience was both healthy and an eye opener. The Lamar program required him to matriculate like all the rest of the students. Room and board were soon discovered not to be the same as living at home. This unplanned expense and investment in the future of Calvin's education and maturity will be repaid a million times over during the upcoming years.

We were cautious and caring. In the final analysis, Calvin is too gifted and highly motivated to achieve for us to have let him remain at home in high school. We had to do the most we possibly could to allow him to be challenged and grow in self-confidence. We see the benefits of the past two years everyday. At TALH, he learned to set goals and plan for his future, was exposed to new ideas, and will be ready for his next challenge. T

TALH: A TURNING POINT IN MY LIFE

By Calvin John Green

The Director of the Texas Academy of Leadership in the Humanities, Dr. Dorothy Sisk, once told me, "It is not what you have done or what you are doing, it is what you are going to do that is important."

I feel that this statement holds true in most cases, for people quickly forget what we have done in the past, and will soon forget what we are doing. We must continuously endeavor to achieve greater success through future actions, or risk sliding back down the slippery slope of life to become a "has been." I pattern my life after this philosophy, using each achievement as a building block to accomplish something greater. While making every effort to excel in current activities, I am also planning my next endeavor, for I believe that although we should live for today - making every effort to be the best we can be - we must also plan for tomorrow because, when it comes, we do not want to be caught off guard.

After spending the last two years at the TALH, I am going to attend the Walsh School at Georgetown University, the oldest and the best school of foreign service in the world. With the advance standing that I have earned at the Academy, assuming I continue to excel at Georgetown, it will be possible for me to spend a year abroad in Argentina and still graduate on schedule, not only earning a bachelor's and two certificates (minors), but also a master's in foreign service.

The guidance counselor at my old high school once advised me to slow down, or I would run out of things to do. She was correct, I did run out of things to do after I had completed most of the advanced courses that my high school offered, held leadership positions in virtually every organization, and became the reserve world horse judging champion by my sophomore year.

She was not correct, however, in her postulation that I should slow down. I realized that I had only one option and that was to find a more challenging environment. It was obvious that I needed to look to the university sector for a solution. Luckily, innovators at Lamar University, in cooperation with the Texas Legislature, had the foresight to establish an advanced program for students such as myself, the Texas Academy of Leadership in the Humanities. I applied to the program and was among the first class of 30 high school students selected to attend from throughout Texas. Among other things, the caring administrators, conversation with equally motivated peers and excellent professors helped me to adjust well to my new environment, and the Academy soon became like a second family to me.

At TALH I again excelled to my full potential both academically and extra-curricularly. The first year of the Academy and the rigorous courses I enrolled in helped to challenge me, and this "mental exercise" helped to raise my SAT score over 300 points.

I have helped Dr. Sisk represent the Academy at several functions - including meeting with senators and representatives at the state capitol - and have held numerous leadership positions both within the academy and throughout the university. I have used my accomplishments at the Academy to gain admission to other programs including the Center for Bilingual and Multicultural studies in Cuernacava, Mexico, Forester International Institute in San Jose, Costa Rica, and Vanderbilt University for the Summer Experience.

TALH has truly been the turning point in my life, as I learned from the college admissions process. I have always wanted to attend a selective university in the Northeast and I thought that good grades and extensive extracurricular involvement would be enough. Speaking with administrators at several selective universities, I learned that this is no longer enough to be accepted. After offers of admission from several East coast schools, I began to think about what set me apart from more than 70% of applicants with above a 700 SAT in both the math and verbal sections, the 50% of valedictorians, and the thousands of class presidents who were rejected.

After speaking with admissions committee members, I found that about 90% of the people who apply to these selective universities are qualified and could do well if offered the opportunity for admission. Unfortunately, space is limited and the universities must select a limited number of applicants. While sorting through the mounds of applications from qualified students, these admissions officers look for distinguishing characteristics among the applicants. They must find students who have done something unusual, something that sets them apart from the rest of the class presidents, valedictorians, and those with high SAT scores.

I feel that the Texas Academy of Leadership in the Humanities is what did this for me. Few students are both qualified and willing to step out of their comfort zones and attempt college two years early, but those who do, gain an edge over those who do not. I do not mean to imply that the Academy will get people into selective universities, but those who attend the Academy and do well do have an edge over those who do not.

In *The Future of Capitalism* (1996), Lester Thurow writes how our society is rapidly changing, propelled by several key forces. One of these forces is the internationalization of our economy with those of other nations. Our generation will not only be competing with people graduating from the best schools in the United States, but also with those qualified individuals from other countries.

For anyone to hope to succeed in our ever more competitive economy, they will need to be the best at whatever they choose to do. As our borders become less defined and professionals from other nations began to move into our job markets, those who are not the best in their field will face lower wages, assuming they are able to find a job at all. United States high schools are far behind many of those in the world's leading industrialized countries, and the Texas Academy of Leadership in the Humanities is an excellent first step in helping Texas high school students successfully compete with their international counterparts.

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(PACE from pg. 11)

Mr. Craigen asked each Fort Bend ISD principal to select two parents to represent their school in the development of a district-wide gifted parent support organization. From those names, he contacted 10 parents from different school to form a steering committee which would conduct the background work necessary to lay the foundation for an organization. The committe was chaired by Mrs. Elam.

The first goal was to write a constitution and by-laws. Following that, meetings covered other organizational work. Names for the support group were discussed, as was the date, time and place for the first general meeting. A speaker was contracted and a structure for dues was discussed.

To gather names of parents interested in holding officer positions, an officer interest form was sent to all parents of gifted and talented students, as well as a cover letter from Mr. Craigen announcing the date of the first general meeting.

Officer interest forms were replied to very quickly. It was apparent that there was a great deal of interest in an advocacy group. More than 100 forms were received, the majority volunteering to do committee work. About 15 respondents said they were interested in holding office. The steering committee contacted these people and then slated a board of officers based on experience, qualifications and representaion of different schools across the district. The steering committee voted unanimously to incorporate under the name Parents for ACademic Excellence and to use the acronym PACE. The agenda was planned for the first general meeting and final revisions were made in the constitution, by-laws, and dues structure.

Approximately 300 parents attended the first PACE general meeting. After some discussion, the assembly voted unanimously to accept the by-laws, dues structure and elect the proposed slate of officers. The speaker, Irving Sato, spoke on "The Non-Negotiables of Gifted Education."

PACE continues to work for the very best for the Fort Bend ISD's children by supporting the administration's positive steps toward academic excellence and gifted education. The only way parent groups such as PACE can be formed and be effective is through hard work. No one is going to hand gifted children what they need without parental involvement.

(*Exerpted with permission from* ***PACE Newsletter****, Issue One, 1990. Fort Bend, Texas*)

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BOOK REVIEW

The INTERNET Resource Directory for K-12 Teachers and Librarians 95/96
by Elizabeth B. Miller
Libraries Unlimited, Inc., 1996

Reviewed by Mary Seay, Ph.D.

The Internet has been called a superhighway and, like a superhighway, it is concrete in nature; it is comprised of cables and computers and concrete artifacts. It is also the entrance to a phenomenally large body of knowledge. But this body of knowledge has no librarian to offer assistance; it has no card catalogs. The information is not separated into fiction and nonfiction categories; the information is not alphabetized by author's last name. The Internet is the largest body of knowledge ever assembled without a structure or organization.

The author suggests, in the Preface to *The INTERNET Resource Directory* , that "Career demands prohibit random exploration of the Internet." Indeed, career demands of teachers and librarians do prohibit random exploration of the Internet. However, educators recognize the benefits of Internet access in their schools and districts. Concrete examples of exemplary K-12 Internet resources must be identified for educators who integrate that access into the learning environment, and this resource directory is one of the excellent guides available to assist the teacher and librarian. Parents and students might also find that the guide is beneficial when identifying sites for further exploration.

Resources for the directory were selected according to the following guidelines:

1. Supports and enriches the basic K-12 curriculum of science, math, social studies, language arts, and foreign language studies;

2. Supplements school library media core collections because of its uniqueness or searchable features;

3. Is free, current and updated regularly; and,

4. Is specifically designed to help educators develop professionally, collaborate with peers, and share information and ideas.

The resource directory consists of a sampling of Internet resources with instructions to access through various mediums: E-mail, File Transfer Protocol, Gopher, ListServes, Telnet, and World Wide Web. Each resource is identified by a name, how it is accessed, and the name of the contact person associated with the resource. Following the basic citation is a descriptive annotation, which includes an overview of the resource and brief list of contents. This edition of *The INTERNET Resource Directory* emphasizes World Wide Web (WWW) sites. The WWW is a "wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents." The WWW refers to a realm of knowledge, an abstract space where information can be accessed.

The Chapters of the Directory identifying resources include Resources for Educators; Art, Music, and Drama; Foreign Languages; Language Arts; Math and Computer Science; Science; Social Studies and Geography; Reference; and School Library Media Applications.

The author does not attempt to provide an introduction to the Internet, but suggests resources for those interested in a more thorough introduction to the Internet. She does provide sufficient information on getting started. Even the most novice of users would be able to identify local resources and initial procedures for gaining access. She also briefly discusses Full Internet Access: E-mail, Telnet, and File Transfer Protocol (FTP); tools to help search the Internet, i.e., gophers, World Wide Web navigation, and Internet etiquette (NETiquette).

The bibliography is extensive. However, Internet resources are expanding daily; Web sites grew from 1200 sites in the spring of 1994 to 12,000 sites in the spring of 1995. WWW sites are being created by businesses and by school districts, by entrepreneurs and students, by retired individuals and elementary students. This resource can be an asset to teachers and librarians, but a magazine such as "Classroom Connect" (Lancaster, PA.) might be an additional source of information for those educators who need to provide current access to students.

The INTERNET Resources Directory for K-12 Teachers and Librarians is a second edition of an excellent resource for parents and students as well was teachers and librarians. The listing of over 500 entries will be an asset for all educators interested in qualify resources on the Internet.

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TAGT AWARENESS CERTIFICATE AVAILABLE

During the past decade, national groups have focused on developing teacher standards. The National Council for Accreditation of Teacher Education and the National Board for Professional Teaching Standards have already established standards similar to other national groups such as the American Medical Association.

Until 1994, Texas had no teacher standards for educators of gifted children and youth. In fact, many teachers attended workshops that did not even address the specific needs of gifted children - a course on math manipulatives, for instance - and yet were allowed to count these hours toward the 30 clock-hours the state requires a teacher have to teach gifted children. Even fewer teachers enrolled in courses in gifted education at the undergraduate or the graduate level.

Given these circumstances, the Texas Association for the Gifted and Talented conducted a statewide survey of gifted education experts to identify a set of standards for teachers planning to work with gifted students.

A panel composed of teachers, school administrators, counselors, university instructors, state and regional consultants, and researchers in the field of gifted and talented education rated each of the descriptors and identified 21 competencies in five core areas. These areas are the nature and needs of gifted and talented learners, identification and assessment, social and emotional needs, creativity and instructional strategies, and differentiated curriculum (*Tempo*, Winter 1996).

TAGT has designed an Awareness Certificate for teachers who attend professional development activities that relate to the 21 competencies identified by the survey. As with any new program or idea, many questions have arisen regarding the Awareness Certificate. The following are answers to the most commonly asked questions about the certificate:

Who may receive an Awareness Certificate?

Anyone who accumulates 45 clock-hours of TAGT-approved professional development activities may receive an Awareness Certificate. While 30 hours must be balanced among the five core areas, fifteen may address individual needs or interests.

What does "balanced among the five core areas" mean?

Teachers must attend six hours of professional development activities that address nature and needs of gifted and talented learners, six hours on identification and assessment, six hours on social and emotional needs, six hours on creativity and instructional strategies, and six hours on differentiated curriculum.

How do you know if a workshop is approved for TAGT Awareness Certificate credit?

Ask the workshop coordinator. The coordinator will know if an application for awareness certificate credit was submitted to the TAGT. If no application was submitted and approved, then the workshop will not count toward the Awareness Certificate.

Will Educational Service Center hours count toward the certificate?

Again, ask the workshop coordinator. Most of the Educational Service Centers have 30 clock-hour institutes which cover the five core areas and the competencies identified by the TAGT.

Will the annual TAGT convention count toward the TAGT Awareness Certificate?

Some of the TAGT sessions will count and some will not. Check your program carefully to make sure that the session is marked "AC." You will need to make sure that the sessions cover all of the five core areas.

Could a teacher meet state requirements without a TAGT Awareness Certificate?

Perhaps. A teacher who provides instruction and services that are a part of the program for gifted students may meet the state requirements with only 30 clock-hours of staff development. (The TAGT Awareness Certificate requires 45 clock-hours.) However, the new law says that these hours must cover specific areas such as nature and needs of gifted and talented students, assessing student needs, and curriculum and instruction for gifted students (Chapter 89.2). A teacher will need to closely examine his or her professional development hours to make sure that they cover all of the areas.

If a teacher receives a TAGT Awareness Certificate, will he or she meet the state requirements?

Yes. A teacher will meet the state requirement of 30 hours of staff development (Chapter 89.2).

Are administrators and counselors in Texas required to have professional development training in gifted/talented education?

Yes. The new state rules says that these professionals need a "minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options" (Chapter 89.2).

If I receive a TAGT Awareness Certificate, will I have an endorsement in gifted education?

No. An endorsement in gifted education is offered at most universities in Texas and requires 12 hours of coursework along with a 3-hour practicum or two years of classroom experience with gifted students. A 3-hour course at the university is equivalent to 45 clock-hours of staff development.

If I complete a course at the university, could I receive an Awareness certificate?

Perhaps. If the university professor has covered the competencies and has received TAGT approval, he or she could provide you with an Awareness Certificate.

What should I do when I attend a TAGT-approved professional development activity?

You will want to make sure that you leave with evidence that indicates you attended. Evidence might be an attendance record, a certificate, or a log sheet that is signed by the coordinator of the activity.

Once I accumulate 45 clock-hours of TAGT-approved professional development activities, what do I do?

For each of the professional development activities you attended, send evidence to the TAGT. The TAGT staff will issue you a certificate. In some cases, the coordinator or the leader of the workshop or course will give you a certificate.

May I count other professional activities in gifted education that I attended prior to November, 1994?

No. The TAGT Awareness Certificate was not implemented until November of 1994. Because no approval process was in place, the TAGT cannot count any hours prior to that time.

Once I complete my TAGT Awareness Certificate or the TEA 30 clock-hour requirement or my endorsement, am I finished with professional development in gifted education?

No. The new rules state that a "teacher who provides instruction and services that are a part of the program for gifted students must receive a minimum of six hours annually of professional development in gifted education" (Chapter 89.2).

How do I receive approval from the TAGT for a professional development activity?

Complete "An Application for Awareness Certificate Credit" (Winter Tempo, 199; pg 33-34) and send it to the TAGT Education and Training Committee, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617. You will be notified if your application is approved.

What are the criteria for approval?

The Education and Training Committee reviews each application to ensure that (1) it relates to the TAGT core areas and teacher competencies, (2) the description clearly shows that the professional development activity relates primarily to gifted students, (3) the clock hours for each competency are reflected in the attached agenda or program, and (4) the presenters' resumes indicate experience and/or training in gifted and talented education.

Once my application is approved, what do I do next?

At the time of the professional development activity, keep a record of attendance. Make a copy of the record for each participant and send a list of participants to the TAGT office. If your professional development activity meets the required 45 clock-hours, you also will receive the certificates for distribution.

If the professional development activity is an annual event, do I need to seek approval each year?

No. If the same presenters present similar content that relates to the same competencies, there is no need to resubmit the application again. Just send a list of participants to the TAGT office at the conclusion of the activity.

Why should I be interested in receiving an TAGT Awareness Certificate?

Every person who earns and prominently displays a TAGT Awareness Certificate is an advocate for gifted children. It provides the occasion to talk about gifted education with parents, community members, and other professionals who might not be aware of the competencies and expertise needed for quality programs.

If your question is not answered, please do not hesitate to call the TAGT offices for further information. The TAGT Office phone number is 512/ 499-8248. More information and a copy of the application form for Awareness Certificate credit is in the Winter*Tempo* 1996, pg. 33-34.

CEC/TAG NEWS

The editor of the *Journal for the Education of the Gifted*, Dr. Laurence Coleman, announced the new publishing house for the journal. JEG will soon be published by Joel McIntosh and the Prufrock Press in Waco, Texas.

The Council for Exceptional Children's Talented and Gifted Division (TAG) presented Certificates of Merit to Beverly Parke and Carolyn Callahan at their convention earlier this year in Orlando, FL. The two were recognized for their leadership in TAG and for significant contributions to gifted educational literature.

TAG also has approved its first position paper. The statement, originally drafted by Mary Ruth Coleman, TAG Governor-at-large, outlines TAG's position on "twice exceptional" learners. Plans for general distribution are underway.

HOLLINGSWORTH AWARD COMPETITION

The National Association for Gifted Children and Intertel Foundation, Inc., have announced the annual Hollingworth Award Competition for 1997. Sponsored by the two non-profit organizations, the competition was established to encourage educational and psychological research studies of potential benefit to the gifted and talented. The winner will receive a certificate and a cash grant of $2,000.

The competition is international and open to both individuals and organizations. Entrants present proposals for publishable research projects concerning gifted and/or talented young people. The research projects may be sponsored by universities, school districts, individual schools, public agencies, or non-profit organizations.

The proposals are judged according to the potential significance of the study in the gifted and talented education field, adequacy of research design and adequacy of presentaion. Qualitative and other research methods are acceptable.

To enter the contest, applicants must submit eight copies of an approved research proposal (in English) not to exceed 20 double-spaced typed pages, excluding appendixes and other attachments. Copies should be printed on both sides of the paper and pages stapled together, not bound.

In addition, applicants must include eight copies of a 200-word abstract, a signed statement of approval from the sponsoring institution, and a brief letter of application stating the applicant's work and home addresses and phone number, current position and qualifications, how the applicant learned of the competition and the estimated date of completion of the study.

The Hollingworth Award was named for Leta Stetter Hollingworth (1886-1939), a pioneer in the field of gifted education. She taught at Teachers College of Columbia University. Her publications include *Gifted Children: Their Nature and Nurture*, *Children Above 180 IQ*, and *Stanford-Binet: Origin and Development*.

Application documents must arrive at the following address no later than Jan. 15, 1997. For further information, contact:

Sandra Kaplan, Chair
Hollingworth Award Committee,
National Association for Gifted Children,
1707 L Street NW
Suite 550,
Washington, D.C. 20036.

1996 COORDINATOR'S DIVISION CONFERENCE

LEADING TOWARD EXCELLENCE

by Janet Slaughter
Perryton ISD

The Texas Association for the Gifted and Talented held the 1996 TAGT Coordinators' Conference on April 18-19 at the Sheraton Hotel in Austin, Texas. The 182 coordinators met with one goal in mind, to seek ways to continue to meet the needs of our gifted and talented students.

The conference opened Thursday evening with a welcome and introduction of officers by Division Chair Sandra Warren. Dinner followed and then the first-ever *Marketplace* provided educators the opportunity to network with peers in round table discussions. Issues discussed included mentor programs, G/T program options, meeting affective needs in the gifted classroom, performance assessment and parent participation, and how to extend G/T programs with Super Saturday experiences for students. *Marketplace* was a great networking of ideas. Each of the 14 sessions was 20 minutes long with participants rotating to several different tables. At each table participants discussed a topic of interest to meeting the needs of G/T students.

Dr. Michael Sayler, University of North Texas, provided coordinators with recent empiric research that supported or illuminated gifted program practices. Dr. Benny Hickerson, G/T Coordinator for Hurst-Euless-Bedford ISD, provided ideas for quality professional development programs. Richardson ISD Coordinator Andi Case presented great suggestions for differentiating curriculum for gifted elementary students. Another breakout session consisted of distinguished panelists who discussed options for acceleration.

Following a brief break, coordinators attended one of four concurrent breakout sessions: programming for the visual and performing artist, program evaluation, differentiating curriculum for middle school students, and a crossfire panel discussion on issues in gifted education.

The Coordinators' Division Membership Luncheon opened with the welcome by Will D. Davis, District 10, State Board of Education member. The keynote speaker was Dr. Amy Freeman Lee of San Antonio. Born into women's liberation, Dr. Lee sparked delight in the fact that she had been smart enough to be born a woman. "However," she added, "I never burned any of my clothes for any reason."

Dr. Lee stressed that educators must equip students with the ability to think. She described teachers as "doctors of the soul." Dr. Lee further explained that students must be well-rounded and that the creativity instilled in them will remain only through sustained effort toward an ideal. She emphasized the importance in working not merely with students, but with the entire family.

Immediately following Dr. Lee, Dr. Mary Seay, President of TAGT, presented two very special awards. She first recognized Irene Helton, Hays CISD, for outstanding service and dedication in TAGT and awarded her a lifetime membership. Then a special scholarship award was presented in memory of Matthew Doggett, who was killed this past winter in a snowmobile accident. The award was presented as a TAGT memorial scholarship in honor of Matthew's parents, Gordon and Sabra Doggett, Bedford, Texas.

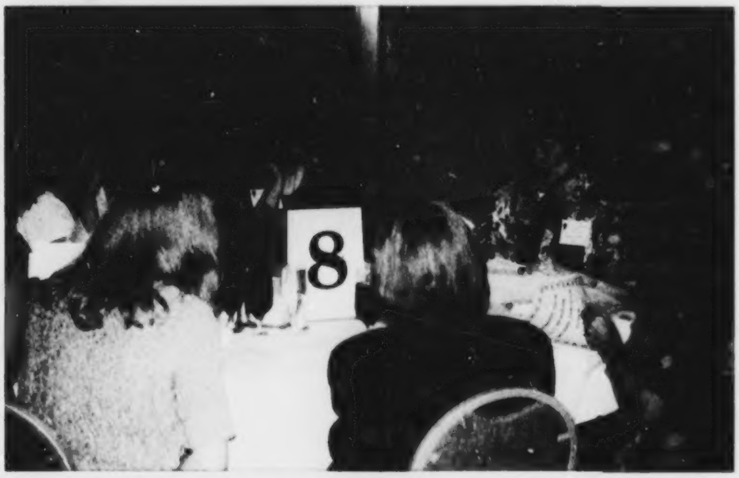
Door prizes were distributed to 40 lucky winners, and after a brief break, members received a valuable Texas Education Agency (TEA) update by Evelyn Hiatt and Jeanette Covington.

The TEA representatives explained the status of the proposed State Board of Education Rules related to gifted/talented education (see Connie McLendon's*Update* for details on the final approved version of the SBOE Rules on Gifted Education). Final reading and adoption were May 16-17, 1996. Hiatt and Covington provided a status report on the revision of the "Texas State Plan for the Education of the Gifted and Talented." Their update on legislative matters concluded with discussion of requirements for the TEA Distinguished Achievement Program. The Coordinator's Conference adjourned at approximately 2:30 p.m. in hopes of giving much to coordinators to assist them in ways to "lead toward excellence."

1996 G/T Coordinators' Division officers include Chair Sandra Warren, La Porte ISD; Vice-Chair Rebecca Rendon, Brownsville ISD; Secretary/Treasurer Karen Fitzgerald, Spring Branch ISD; Publications Chair Janet Slaughter, Perryton ISD; and Past Chair Bobbie Wedgeworth, Katy ISD. Members are encouraged to submit articles and district news to Janet Slaughter, Route 1, Box 8A, Perryton, TX 79070.

Dr. Michael Sayler, TAGT Editor, University of North Texas, conducts a session on *Empiric Research to Support Gifted Programs.*

Dr. Mary Seay (left), TAGT President, San Angelo ISD, presents the TAGT Lifetime Advocacy Plaque to Irene Helton, Hays CISD.



Bobbie Wedgeworth, Past Chair, Katy ISD, conducts a *Marketplace* session.

Irene Helton, Hays CISD, receives a very special Lifetime Advocacy Award from TAGT.

Evelyn Hiatt, Director, Division of Advanced Academic Services, TEA, conducts a Crossfire Panel on *Options for Acceleration.* (L- R) Panelists are Dr. Margaret Kress, Round Rock ISD; Dr. Cynthia Smith, Austin ISD; Wayne Craigen, Ft. Bend ISD; Lura Davidson, Brownsville ISD; Dr. Richard Sinclair, Texas Academy of Mathematics and Science, and Dr. Dorothy Sisk, Texas Academy of Leadership in the Humanities.

Dr. Amy Freeman Lee, San Antonio, delivers the luncheon keynote address, *The Golden Key*.

TAGT Executive Director and the 1996 G/T Coordinators Division Officers. (L-R) Connie McLendon, TAGT Executive Director; Bobbie Wedgeworth, Past Chair, Katy ISD; Rebecca Rendon, Vice-Chair, Brownsville ISD; Janet Slaughter, Publications Chair, Perryton ISD; Sandra Warren, Chair, La Porte ISD; and Karen Fitzgerald, Secretary/Treasurer, Spring Branch ISD

Sabra and Gordon Doggett, Bedford, TX. (Special presentation of the TAGT Matthew Doggett Memorial Scholarship.)

William D. Davis, State Board of Education, District 10, provides the opening remarks and welcome at the Membership Luncheon

Ann Williams, TAGT Second Vice President, McAllen ISD; Connie McLendon, TAGT Executive Director; and Dr. Mary Seay, TAGT President.

DISTINGUISED ACHIEVEMENT PROGRAM

The Texas Education Agency is sponsoring a conference on the Distinguished Achievement Program and the new high school program adopted by the State Board of Education in April. The conference will be held Sept. 15-17 at the Adams Mark Hotel in Houston.

The conference begins at 5:30 p.m. Sunday, Sept. 15, with a general session providing an overview of several agency initiatives that have gone into effect since the passage of Senate Bill 1. These include the Texas Advanced Placement/International Baccalaureate Incentive Program, the new high school graduation requirements, and the new rules and state plan for gifted education.

Packets may be picked up in the hotel's conference registration area from 4 to 6:30 p.m. Sunday or on Monday, beginning at 7:30 a.m. Following the Sunday evening general session, there will be a reception at which conference participants may meet informally with presenters and other conference participants. The conference should conclude by 2:30 p.m. on Tuesday, Sept. 17.

Registration for the conference is $45 per person and is limited to the first 850 paid registrants. No phone or faxed registrations will be accepted. For a registration form, contact Donnell Bilsky or Diana Foose in the Division of Advanced Academic Serivices at TEA, (512) 463-9455, or your local service center.

PATTERSON TO SPEAK AT NAGC IN OCTOBER

Charles Patterson, Supintendent of the Killeen Independent School District is the plenary speaker for the National Association for Gifted Children's fall convention in Indianapolis. Dr. Patterson is a member of the Commissioner's Advisory Committee on Gifted Education in Texas and President of the Association for Supervision and Curriculum Development.

GIFTED STUDENT INSTITUTE'S 1996-97 LECTURE SERIES

The Gifted Students Institute at Southern Methodist University is offering a series of one-day lectures and two-day workshops for 1996-97.

The lectures and workshops feature nationally recognized experts in the field of gifted and talented education and are $60 for individual lectures and workshops and $120 for the two-day workshops. Discounts are available for those who register before Sept. 1.

Dr. Carol Tomlinson, the University of Virginia, and Dr. Bertie Kingore, Hardin Simmons University, are two of the featured speakers.

Programs are scheduled for the Hughes-Trigg Student Center on the SMU campus. Continental breakfast begins at 8 a.m.; programs open at 8:30 a.m. and conclude at 3 p.m.. Lunch is available on campus or in nearby restaurants from 11:30 a.m. to 1 p.m.

Free campus parking is available adjacent to Moody Coliseum near the intersection of Airline and Mockingbird Lane, or in the commuter lot on University Boulevard east of the campus.

For information on other speakers and the dates of their sessions, see the calendar at the end of this *Tempo*. You may also contact Dr. Kathy Hargrove at 214/ 768-5437.

RESEARCH CALL

The Southwest Texas State University Gifted Resource Center has announced a research study which will begin in the fall of 1996. The study will look at children in regular classroom settings and whether will naturally choose more complex materials over simpler materials. The study will also examine complexity in the brain, teacher training and appropriate use of materials.

Anyone interested in being involved in the study should call Dr. Joan Witham at (512) 245-3084 by Sept.1, 1996. Dr. Witham can be reached by mail at Southwest Texas State University, Dept. of Curriculum and Instruction, San Marcos, TX 78666.

BEST COPY AVAILABLE

Dear Colleague:

You are cordially invited to attend the Nineteenth Annual Professional Development Conference of the Texas Association for the Gifted and Talented, which will take place November 20-23, 1996, at the Austin Convention Center in Austin, Texas. *Talents for the 21st Century* is the theme for this year's conference.

Many of the sessions will focus on how we, as teachers, can identify and develop the talents of our students. The conference will offer participants numerous sessions on the five Core Areas and Teacher Competencies which were developed by a Texas panel of professionals and advocates in the field of gifted education including teachers, administrators, state and regional consultants, university faculty, and parents. These Core Areas and Teacher Competencies include Nature and Needs, Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum.

TAGT also wants to ensure that conference participants are able to receive the state-mandated training that is required of teachers by the State Board of Education and the Texas Education Agency. Specific sessions will address the five areas included in the state required training and TAGT's 45-hour Awareness Certificate.

Your participation is important to the growth of a strong organization advocating for gifted and talented programs. Only through your support of professional development, your encouragement of community involvement, and your attention to the current research in your field are we able to rededicate our effort to developing the *talents* of Texas' gifted and talented youth for the 21st century.

Sincerely,

Benny Hickerson

Benny Hickerson, Ph.D.
Chair, 1996 Conference Committee
TAGT First Vice President

Texas Association for the Gifted and Talented 19th Annual Professional Development Conference

Austin Convention Center, Austin, Texas
November 20-23, 1996

Wednesday, November 20, 1996

7:30 a.m.-9:00 a.m. Preconference Institute Registration, Austin Convention Center
8:00 a.m.-7:00 p.m. Regular Conference Registration, Austin Convention Center
9:00 a.m.-4:00 p.m. Preconference Institute Sessions

Dr. Ernesto Bernal, Director of the Center for Bilingual Education & Research, University of Arizona: *Early Identification and Programming for English-Language Learners*

Dr. George Betts, Director of the Center for the Education and Study of the Gifted, Talented, and Creative, University of Northern Colorado: *The Revised Autonomous Learner Model: Facilitating Life-Long Learning*

Dr. Jim Curry, Professor at the University of Southern Maine/Mr. John Samara, Director of The Curriculum Project: *Challenging Gifted Learners at the Elementary Level*

Dr. Bertie Kingore, Professor at Hardin-Simmons University: *Portfolios: Enriching and Assessing All Students (K-6)*

Dr. Dorothy Sisk, Conn Chair of Gifted Education, Lamar University: *Making a Difference: Classroom Strategies to Motivate Gifted Students*

Dr. Joyce Van Tassel-Baska, Professor at the College of William and Mary: *Interdisciplinary Curriculum Development: The Integrated Curriculum Model*

10:00 a.m.-6:00 p.m. Exhibitor Registration
11:00 a.m.-1:00 p.m. TAGT Executive Committee Meeting
3:00 p.m.-5:00 p.m. TAGT Executive Board Meeting
7:00 p.m.-9:00 p.m. TAGT Editorial Board Meeting

Other Invited Speakers: Governor George W. Bush, Dr. Mike Moses, Texas Commissioner of Education.

*A **Presenters' Lounge** will be open Thursday and Friday from 8:00 a.m. to 4:00 p.m. and Saturday from 8:00 a.m. to noon in the Austin Convention Center.*

*A **Parent Networking Suite** will be open Thursday and Friday from 8:00 a.m. to 4:00 p.m. and Saturday from 8:00 a.m. to 3:00 p.m. in the Austin Convention Center.*

Thursday, November 21, 1996

7:30 a.m.-9:00 a.m. Research and Development Division Breakfast and Program
Keynote Speaker: Dr. Carol Ann Tomlinson, University of Virginia: *The Middle Schools and Academic Diversity: Insights and Guidance from a National Survey*
8:00 a.m.-6:00 p.m. Registration Continues--Austin Convention Center
8:30 a.m.-9:45 a.m. Concurrent Breakout Sessions
8:30 a.m.-6:00 p.m. Exhibits Open-Austin Convention Center
10:15 a.m.-11:45 a.m. First General Session
Keynote Speaker: Ray Bradbury: *The Future: Kindergarten for Us All*
12:15 p.m.-1:45 p.m. Membership Luncheon and Awards Program
Keynote Speaker: Dr. Bertie Kingore, Hardin-Simmons University: *Teaching Will Never Be Simple, But It Could Be Easier*
2:15 p.m.-5:15 p.m. Concurrent Breakout Sessions
3:30 p.m.-4:00 p.m. Featured Exhibit Break-Austin Convention Center
5:30 p.m.-7:15 p.m. Creativity Potpourri

Friday, November 22, 1996

7:30 a.m.-9:30 a.m.	G/T Coordinators' Annual Breakfast and Program **Keynote Speaker: Dr. Francoys Gagne, University of Quebec at Montreal: *In What Ways Do Gifts and Talents Differ?***
8:00 a.m.-5:00 p.m.	Registration Continues-Austin Convention Center
8:30 a.m.-9:45 a.m.	Concurrent Breakout Sessions
8:30 a.m.- 5:00 p.m.	Exhibits Open
10:15 a.m.-11:45 a.m.	Second General Session **Keynote Speaker: Dr. Uri Treisman, Professor of Mathematics, University of Texas: *Nurturing Talent: Case Studies and Emerging Practices***
12:15 p.m.-1:45 p.m.	Administrators' Luncheon and Program **Keynote Speaker: Liz Carpenter, author and former Press Secretary to Lady Bird Johnson**
1:00 p.m.-5:45 p.m.	Concurrent Breakout Sessions
7:00 p.m.-9:30 p.m.	Annual Conference Featured Film and Program: *Mr. Holland's Opus* Austin Movie Critic
7:00 p.m.-8:00 p.m.	Reception Honoring presidents of TAGT Parent/Community Affiliates

Saturday, November 23, 1996

8:00 a.m.-10:00 a.m.	Registration continues-Austin Convention Center
8:30 a.m.-11:30 a.m.	Concurrent Breakout Sessions
12:00 p.m.-1:00 p.m.	TAGT Annual Membership Meeting
12:00 p.m.-1:30 p.m.	Parent Luncheon and Keynote **Keynote Speaker, James T. Webb, Co-Author of *Guiding the Gifted Child*; Founder and Co-Director of SENG: *The Future Is In Our Minds***
2:00 p.m.-3:15 p.m.	Concurrent Breakout Sessions (Parent Oriented)

1996 TAGT Parent Conference

This year, the TAGT Parent Conference will be held in November in conjunction with the TAGT Annual Professional Development Conference. There are advantages to this joint conference over the separate one-day parent conference held in past summers. Parents will have the option of registering for one to four days of pre-conference and conference sessions from Wednesday, Nov. 20 through Saturday, Nov. 23. This arrangement also offers parents the opportunity to hear several nationally acclaimed experts on gifted and to attend over 300 breakout sessions spanning a wide variety of educational topics. Many of the sessions specifically targeted to parents will be scheduled on Friday and Saturday; however, parents will not want to miss the special luncheon keynote, *The Future Is In Our Minds*, with Dr. James Webb.

Parents are welcome to attend any of the pre-conference institutes, conference sessions, or special events. There is a Parent Networking Suite available on Thursday, Friday and Saturday from 8:00 a.m. to 4:00 p.m. in the Convention Center. TAGT will also hold a reception for parents on Friday at 7:00 p.m. during which parents will be able to meet TAGT Board Members and network with other parents from across the state.

The TAGT Annual Professional Conference draws over 5000 teachers, parents, and administrators from across Texas and the United States. Last year over 400 parents attended.

REGISTRATION INSTRUCTIONS AND GENERAL INFORMATION

Registration Guidelines

The 1996 Conference Registration Form must be completed for each person registering and mailed to the TAGT office with the appropriate conference fees. The Conference Registration Form MAY be duplicated. Seating will be available on a first-come, first-served basis for all sessions; therefore, we encourage you to observe the starting times of individual sessions. Featured speakers will present in large capacity rooms during each time period; ample seating in these large, general interest sessions will be available. TAGT will confirm all registrations received by **Nov. 11, 1996**. Confirmation for registrations received after this date may be picked up at the registration counter at the Austin Convention Center. TAGT cannot be responsible for delays which occur within school districts. Limited on-site registrations will be available, space permitting; a $15 on-site registration charge will be assessed.

Conference Registration Fees

The full Conference Package fee for TAGT's 1996 Nineteenth Annual Professional Development Conference is $100; non-members, $125. After Nov. 11, registrants must pay the non-member fee, regardless of membership status.

Registration Location and Hours

Regular conference registration will be at the Austin Convention Center, located at 500 East Cesar Chavez St. in Austin. The convention center is accessible from East Cesar Chavez and Trinity streets. Registration hours are as follows: Wednesday, Nov. 20, 8 a.m. to 7 p.m.; Thursday, Nov. 21, 8 a.m. to 6 p.m.; Friday, Nov. 22, 8 a.m. to 5 p.m.; and Saturday, Nov. 23, 8 a.m. to 10 a.m. **Registration for the Pre-conference Institutes will also be at the convention center from 7:30 to 9 a.m., Wednesday, Nov. 20.**

Professional Development Training Credit

Teachers, administrators, and counselors responsible for gifted and talented programs may earn professional development credit required by rules recently approved by the State Board of Education. Teachers of gifted and talented students may earn 18 hours of inservice credit by attending all three days of TAGT's conference. An additional six hours of credit may be earned by attending one of the Preconference Institutes. A participant wishing to receive proper credit must complete the inservice credit form included in the registration packet, including the verification number of all sessions for which the participant wishes to receive credit. The participant should keep a copy of the completed form for district personnel records. One copy should be returned to TAGT. A participant wishing to receive credit toward the 45-hour TAGT Awareness Certificate will need to attend those sessions designated "AC." All "AC" courses address one or more of the five core areas and teacher competencies of endorsement. All training credit is subject to local district approval and prior approval forms should be completed by the participant's district, if required.

Conference Cancellations and Refunds

Please note: All requests for refunds must be received in writing by TAGT no later than **Nov. 18, 1996.** Requests for refunds after this date will NOT be considered.

Transportation Shuttle

TAGT will provide daily shuttle service between the Austin Convention Center and all hotels designated on the Official Housing Request Form.

Special Air Travel Information

TAGT has contracted with Southwest Airlines for special air travel discounts for participants attending the Nineteenth Annual Conference of the Texas Association for the Gifted and Talented for the dates of November 20-23, 1996, Austin, Texas.

Southwest is offering attendees to TAGT's Nineteenth Annual Conference a discount on both Southwest's low everyday unrestricted fares and most of Southwest's even lower restricted fares. Reservations must be made by phoning Southwest's Airline Group Desk at 1/800/433-5368, Monday - Friday, 8 a.m. - 5 p.m. Call no later than **Nov. 11, 1996** , and refer to **identifier code:**

P5096

REMEMBER --

The TAGT Annual Business Meeting at noon, Saturday, November 23, is open to all TAGT members. All members are invited to attend and actively participate.

Texas Association for the Gifted and Talented Nineteenth Annual Conference, Austin Convention Center November 20-23, 1996

1996 CONFERENCE
REGISTRATION
Talents for the 21st Century

Please copy and complete this form for each person registering. TAGT will confirm registrations received by November 11, 1996. Confirmations for registrations received after this date may be picked up at the registration counter at the convention center.
PLEASE PRINT

Name ______________________________ Telephone______/______________
First M.I. Last Home ( ) or Work ( )

Address ____
Registration confirmations will be mailed to this address

City____________________ ____________ State __________ Zip__________

School District ______________ Campus/Business Name______________ ESC Region ________

PLEASE CHECK ALL THAT APPLY:
_____ Teacher _____ Administrator _____ Parent _____ School Board Member _____ University _____ Other

IF TEACHER IS CHECKED ABOVE, PLEASE SPECIFY:
_____ Elementary _____ Middle School _____ High School _____ University _____ Other

Conference registration deadline is Nov. 11. A $15.00 late fee will apply if paid after this date.

CANCELLATIONS/REFUNDS: Requests for refunds must be received in writing by TAGT no later than Nov.18, 1996. Those received after this date will not be considered. A $20 processing fee will be charged for all cancellations.

Please (X) Parts I - III below to register as a TAGT Member or NonMember. **NOTE: If you are not a current member but are including your membership dues along with your registration, you may attend the conference at the member rate.

	Member	Non-Member
I. WEDNESDAY PRE-CONFERENCE INSTITUTES (Nov. 20, 1996) (Please check only ONE — All Pre-Conference Institutes run concurrently from 9 a.m. to 4p.m.)	_____ $45	_____ $60

__ Dr. Ernesto Bernal, Director of the Center for Bilingual Education & Research, University of Arizona: *Early Identification and Programming for English-Language Learners*

__ Dr. George Betts, Director of the Center for the Education and Study of the Gifted, Talented, and Creative, University of Northern Colorado: *The Revised Autonomous Learner Model*

__ Dr. Jim Curry, Professor at the University of Southern Maine/Mr. John Samara, Director of The Curriculum Project: *Challenging Gifted Learners at the Elementary Level*

__ Dr. Bertie Kingore, Professor at Hardin-Simmons University: *Portfolios: Enriching and Assessing All Students (K-6)*

__ Dr. Dorothy Sisk, Conn Chair of Gifted Education, Lamar University: *Making a Difference: Classroom Strategies to Motivate Gifted Students*

__ Dr. Joyce Van Tassel-Baska, Professor at the College of William and Mary: *nterdisciplinary Curriculum Development: The ICM Model*

REGISTRATION RATES

	Regular Member	Non-Member
II.		
* FULL CONFERENCE PACKAGE (THURSDAY - SATURDAY, NOV. 21-23)	____ $100	____ $125
* TWO DAY CONFERENCE PACKAGE FOR EDUCATORS AND PARENTS (FRIDAY, NOV. 22/SATURDAY, NOV. 23)	____ $70	____ $85
* ONE DAY CONFERENCE PACKAGE FOR PARENTS (SATURDAY, NOV. 23)	____ $40	____ $55

CONFERENCE REGISTRATION RATES, CONTINUED

III. SPECIAL GROUP RATES	Regular Member	Non-Member
10 or more registrations from one school district	_____ $90	_____ $115
5 or more registrations from a TAGT parent affiliate support group	_____ $90	_____ $115
4 or more teacher registrations from a campus with a new or renewed institutional membership earns a free registration for the principal or assistant principal	_____ $90	_____ $115

PLEASE NOTE: Group registrations MUST be submitted TOGETHER to receive the special rate.

IV. SPECIAL EVENT FEES (INDICATE YOUR CHOICES WITH AN "X"):

• Research & Development Division Breakfast, Dr.Carol Ann Tomlinson, University of Virginia, *The Middle Schools and Academic Diversity: Insights and Guidance from a National Survey* (Thursday, Nov. 21, 7:30 to 9 a.m.)	______$15
• Membership Luncheon & Awards Program, Dr. Bertie Kingore, Hardin Simmons University, Teaching Will Never Be Simple, But It Could Be Easier (Thursday, Nov. 21, 12:15 - 1:45 p.m.)	______$14
• G/T Coordinators' Division Breakfast, Professor Françoys Gagné, University of Quebec at Montréal, In What Ways Do Gifts and Talents Differ, (Friday, Nov. 22, 7:30 - 9:30 a.m.)	______$15
• Administrators' Luncheon & Program, Liz Carpenter, noted author and former Press Secretary to Lady Bird Johnson, "Life Is An Adventure...." (Friday, Nov. 22, 12:15 - 1:45 p.m.)	______$17
• Parent Luncheon & Program, Dr. James T. Webb, Co-Author of Guiding the Gifted Child, Founder and Co-Director of SENG, The Future Is In Our Minds (Saturday, Nov. 23, 12:00 - 1:30 p.m.)	______$12

V. TAGT MEMBERSHIP DUES (Indicate total dues included and complete the membership application below) $_______

VI. TAGT PUBLICATIONS AVAILABLE FOR PURCHASE:

(If ordered concurrently with conference registration, attendee may pick up these publications at the TAGT Advocacy Booth on Thursday, Nov. 21 or Friday, Nov. 22. Attendee must have letter of confirmation to pick up materials.)

Curriculum Guide for the Education of Gifted High School Students	______$15
Raising Champions: A Parents' Guide for Nurturing Their Gifted Children	______$ 9
University Programs in Gifted Education in the State of Texas	______$ 5
The Need DEFINED: Gifted Education in Texas (Video)	______$12
National Excellence: A Case for Developing America's Talent	______$ 3
Prisoners of Time: Report of the National Education Commission on Time & Learning	______$ 3

TOTAL ENCLOSED: $________

THIS FORM MUST ACCOMPANY PAYMENT

Send check or purchase order to: **TAGT, PO Box 149187, RB #0471, Austin, TX 78789-0471**

Registration cannot be processed without full payment. For proper credit, indicate the number of your check or purchase order:

Personal check _______ P.O. # _______ Business Check _______

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED MEMBERSHIP APPLICATION

Member Name(s) ________________ Telephone (H) ____________ (W) ____________

Mailing Address ________________ City ____________ State ________ ZIP ________

School District & Campus Name/Business Affiliation ________________ ESC Region ______

Electronic Address (i.e., Tenet, Internet) if applicable ________________

PLEASE CHECK ONE ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other ____________

Individual .... **$25** ( ) **Family** .... **$25** ( ) ***Student** .... **$15** ( ) ** Must include verifiable campus, district, and grade.*

Patron .... **$100** ( ) ****Institutional** .. **$100** ( ) **Lifetime** .... **$400** ( ) **Parent Affiliate $45** ( )

***** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.***

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators .... $10 ( ) Research & Development .... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capital Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information •Legislative representation & networking • Reduced registration fees for conferences and regional workshops

120

OFFICIAL HOUSING REQUEST FORM

Texas Association for the Gifted and Talented 19th Annual Conference
November 20-23, 1996 • Austin Convention Center • Austin, Texas
Talents for the 21st Century

ENCLOSE HOUSING FORM IN
ENVELOPE AND MAIL TO:
ACVB Housing Bureau
201 East 2nd Street
Austin, TX 78701
or FAX to: 512/ 404-4385
(Telephone requests are NOT accepted)

NOTE: This form may be duplicated.

- Please print or type all items to assure accuracy.
- Complete each part below in detail for correct and rapid processing.
- Confirmations will be sent to the first individual indicated in each room requested.

NAME OF PERSON REQUESTING ROOMS

(First Name) (Last Name) (Middle Initial)

(Name of School District, University, or Business)

(Street Address or P.O. Box Number) (Area Code) Phone # Fax #

(City) (State) (Zip)

(Credit Card) (Number) (Expiration Date)

INSTRUCTIONS: 1) Print or type names of all persons occupying each room, last name first, and 2) Select type of room desired with arrival and departure dates. **Room type requested is NOT guaranteed.**

OCCUPANT'S NAME(S) (PRINT LAST NAME FIRST)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

CHECK ONE (✔)
_____Single (1 room-1 per-1 bed)
_____Double (1 room-2 ppl-1 bed)
_____Dbl/Dbl (1 room-2 ppl-2 beds)
_____Triple (1 room-3 ppl-2 beds)
_____Quad (1 room-4 ppl-2 beds)
_____Check for special accessibility needs

Arrival Date: ____________________

Departure Date: ____________________

Arrival Time: ____________________

Smoking Room:
_____Yes _____No

INSTRUCTIONS: Select FOUR Hotels of your choice in order of preference. No request will be processed without FOUR choices. If choices are not available, which is more important? (please check (✔) one) _______Room Rate _________Location

Hotels	Single / Double	Triple / Quad	Cutoff Date
_____Embassy Suites—Town Lake	$99.00	$109.00/$119.00	October 30, 1996
_____Four Seasons	$136.00/$146.00	N/A	October 30, 1996
_____Holiday Inn—Town Lake	$81.00	$81.00	November 5, 1996
_____Hyatt Regency (Headquarters Hotel)	$89.00	$99.00	October 30, 1996
_____Omni	$89.00	$99.00	October 30, 1996
_____Radisson—Town Lake	$75.00	$85.00	November 4, 1996
_____Sheraton	$89.00	$99.00	October 30, 1996
_____The Driskill	$79.00	$79.00	October 30, 1996

DEPOSIT INFORMATION: 1) A deposit equal to the first night's rate plus tax is required on all reservations and will be applied toward your stay. Major credit cards are accepted or a check may be sent to your assigned hotel following receipt of a written confirmation. DO NOT SEND A CHECK FOR DEPOSIT TO THE HOUSING BUREAU WITH YOUR RESERVATION REQUEST; 2) Reservations made without a credit card guarantee or advanced deposit will be held until 2 weeks prior to arrival date. If no deposit is received by that date, the reservations will be cancelled; and 3) Cancellations are accepted up to 48 hours/2 days of arrival date. Deposits are nonrefundable for cancellations made within 48 hours.

☛ See page 44 for a description and location of conference hotels.

Downtown Austin Hotel Map and Descriptions

Embassy Suites—Town Lake, 300 S. Congress Ave. **(6)**
Two-room suites featuring microwave, refrigerator, and coffeemaker. Complimentary full cooked-to-order breakfast and two-hour manager's reception.Complimentary airport shuttle and parking.

Four Seasons, 98 San Jacinto Blvd.**(3)**
The Four Seasons is minutes from downtown Austin, has resort-like setting and Southwestern frontier charm, 292 spacious rooms, 26 suites. The Cafe' serves impeccable American cuisine, the Lobby Lounge offers light fare and cocktails located across from the Convention Center, and less than a mile from the Capitol and University of Texas. Health club and access to hiking trails.

Holiday Inn—Town Lake, 20 North Interregional **(7)**
A full service hotel, complimentary airport transportation, free parking, 12-mile jogging path, sauna, pool, whirlpool, exercise room, situated on IH-35 and Town Lake, 1/2 mile from the Convention Center.

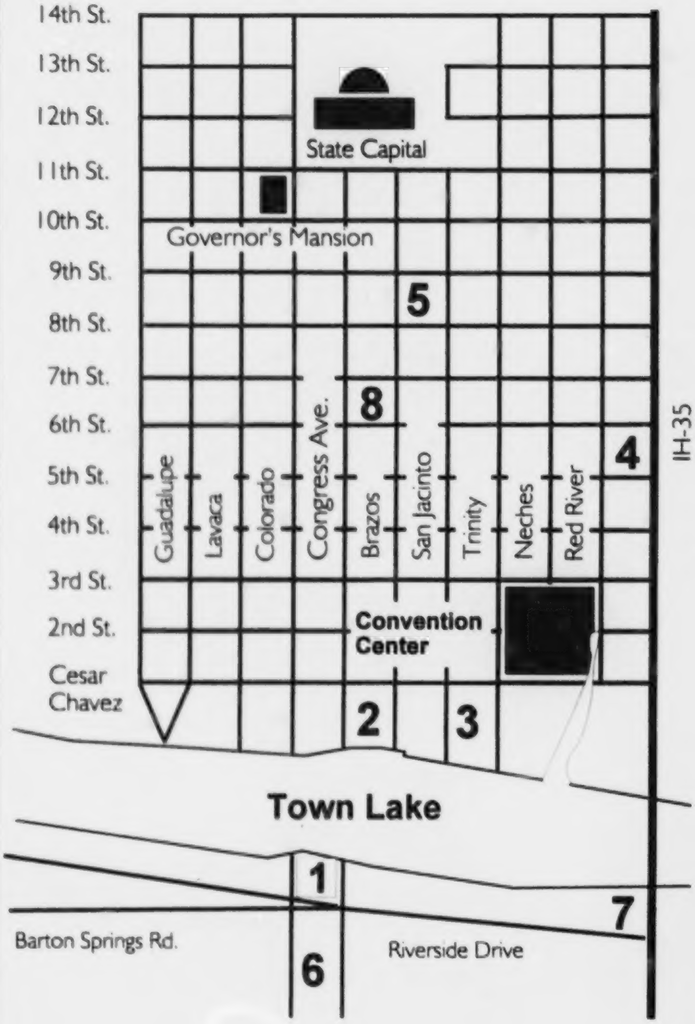
Hyatt Regency—Town Lake, 208 Barton Springs **(1)**
Located on the shore of Town Lake, 446 rooms, 18 suites, 7 miles from Robert Mueller Municipal Airport, 2 restaurants and 2 lounges, fully equipped health club, outdoor pool and whirlpool, 9-mile hike and bike trail.

Omni, 700 San Jacinto **(5)**
Conveniently located in the center of Austin, the Omni Hotel boasts the largest guest rooms in the city. Amenities include rooftop pool, fitness center, and the award-winning Ancho's Texas Restaurant, located five blocks from the Convention Center.

Radisson—Town Lake, 111 East Cesar Chavez Street **(2)**
T.G.I. Friday's hotel Restaurant offers breakfast, lunch, and dinner. Complimentary covered parking and shuttle transportation to the Robert Mueller Airport. Each room comes with in-room four-cup coffeemakers, full-size boards and irons. Fitness facility, outdoor swimming pool, and Town Lake's 18.5-mike hike and bike trail, easy walking distance to the Convention Center.

Sheraton, 500 IH-35 **(4)**
Located in the 6th Street Entertainment District, within walking distance of several city attractions. Spacious guest rooms offering cable television and in-room coffee service; fitness center and twenty-five person jacuzzi also available.

The Driskill, 6th and Brazos Street **(8)**
Historical Hotel located in the heart of the Downtown Entertainment District. There are several restaurants, shops and musical venues just outside the hotel doors and the State Capitol and Convention Center are within walking distance.



(1) Hyatt Regency—Town Lake (Headquarters Hotel)
(2) Radisson—Town Lake
(3) Four Seasons
(4) Sheraton
(5) Omni
(6) Embassy Suites—Town Lake
(7) Holiday Inn—Town Lake
(8) The Driskill

1996 TAGT SUMMER SCHOLARSHIP WINNERS

Region 1
Tyler Houston
Port Isabel

Region 2
Lindsay DeMoss
Corpus Christi ISD
Kristin Garcia
Corpus Christi ISD
Shannon Lombardo
Chorpus Christi ISD
Katie Murr
Bishop ISD

Region 4
Sara Bindewald
Fort Bend ISD
Zach Bohannan
Spring Branch ISD
Marci Brokaw
Katy ISD
Jason Brokaw
Katy ISD
Brandon Camel
Fort Bend ISD
Teresa Campbell
Katy ISD
Maryanna Cannon
Klein ISD
Ishan Chakrabarti
Katy ISD
Jeff Chi
Katy ISD
Veronica Chidester
Cypress-Fairbanks ISD
Colleen Christoph
Katy ISD
Sarah Cloots
Humble ISD
Tim Coonfield
Fort Bend ISD
Lindsey Cox
Cypress-Fairbanks ISD
Rudy Cruz
Spring Branch ISD
Brant Dodson
Klein ISD
Kevin Downs
Katy ISD
Kimberly Ehrman
Clear Creek ISD
Scarlett Elliott
Katy ISD
Sarah Ellis
Katy ISD
Brian Ellis
Katy ISD
Emily Exley
Katy ISD
Nancy Finch
Katy ISD
Karen Grabowski
Spring Branch ISD
Addison Harding
Katy ISD
Travis Harry
Deer Park ISD
Melanie Hilton
Katy ISD
Sarah Hilton
Katy ISD
Andrew Hsieh
Katy ISD
Vern Huang
Katy ISD
Jeanell Innerarity
Sping Branch ISD
Shruti Iyer
Clear Creek ISD
Sneha Jagadish
Fort Bend ISD
Michael Jefferies
Spring Branch ISD
Nathaniel Johnsen
Fort Bend ISD
Bonnie Johnson
Fort Bend ISD
Erin Jones
Spring Branch ISD
Erin Joyce
Houston ISD
Valerie Karplus
Spring Branch ISD
Casey Keller
Spring Branch ISD
Rebecca Kernahan
Spring Branch ISD
Amanda Kieval
Spring Branch ISD
Allison Kinneberg
Katy ISD
Jamey Kleinhenz
Spring Branch ISD
Rebecca Lea
Spring Branch ISD
Jessica Liu
Spring Branch ISD
Keith Loftin
Cypress-Fairbanks ISD
Kelli Loftin
Cypress-Fairbanks ISD
Carrie Lytle
Katy ISD
Megan McBrayer
Katy ISD
Amanda McFarlin
Cypress-Fairbanks ISD
Annie Morgan
Clear Creek ISD
Daniel Neumann
Fort Bend ISD
Erika O'Brien
Katy ISD
Laura Okruhlik
Katy ISD
Christine Peng
Katy ISD
Brandon Perry
Spring Branch ISD
Rylie Pittard
Cypress-Fairbanks ISD
Kirsten Powers
Katy ISD
Brooke Rivera
Spring Branch ISD
Kathryn Rivera
Spring Branch ISD
Amy Royce
Spring Branch ISD
Charles Rubio
Katy ISD
Rachel Rymer
Spring Branch ISD
Shellie Schoellkopf
Clear Creek ISD
Michelle Senatore
Spring Branch ISD
Max Shell
Spring Branch ISD
Joanna Shell
Spring Branch ISD
Monmohan Singh
Clear Creek ISD
Saujan Sivaram
Clear Creek ISD
Austin Stanley
Katy ISD
Alan Sung
Houston ISD
Caroline Tang
Katy ISD
Jessica Trice
Sheldon ISD
Thomas Tsai
Fort Bend ISD
Amy Tsou
Brazosport ISD
Sabina Wadhwani
Katy ISD
Bobby Wallace
Katy ISD
Alyssa Watt
Spring Branch ISD
Jonathan Wells
Clear Creek ISD
Alison Whitt
Katy ISD
Matthew Wilkins
Houston ISD
Rachel Wilkins
Houston ISD
Ruth Wilson
Cypress-Fairbanks ISD
Janice Yu
Fort Bend ISD

Region 5
LeRon Mitchell
Port Arthur ISD

Region 6
Nate Curra-Spurger
Trinity ISD
Sydne Hobgood
Brenham ISD
Jessica Licona
Bryan ISD
Christine White
Trinity ISD

Region 7
Drew Chandler
Hudson ISD

Region 8
Robert Epperson
Paris ISD

Region 9
Haley Cunningham
Perrin-Whitt ISD
David Pellizzari
Bowie ISD
Larry Preuninger
Bowie ISD

Region 10
Jeffrey Garza
Coppell ISD
Brandy Horvath
Carrollton-Farmers Branch ISD
Robby Hurt
Carrollton-Farmers Branch ISD
Morgan Natherson
Coppell ISD
Melody Robins
McKinney ISD
Eric Sell
Duncanville ISD
William Stimson
Coppell ISD
Mariel Young
DeSoto ISD

Region 11
Bryan Barton
Northwest ISD
Andrea Byrd
Burleson ISD
Cody Chumbley
Arglyle ISD
Casandra Coughran
Argyle ISD
Laura Cullen
Hurst-Euless-Bedford ISD
Steven Darling
Hurst-Euless-Bedford ISD
Jason Davis
White Settlement ISD
Jessica Floyd
Denton ISD
Kimberly Fox
White Settlement ISD
Jennifer Hardy
Hurst-Euless-Bedford
Katie Matus
Burleson ISD
Meghan Melton
White Settlement ISD
Maria Mendoza
White Settlement ISD
Alessa Mize
Burleson ISD
Patrick Moberg
Carroll ISD
Lauren Moriconi
Hurst-Euless-Bedford ISD
Mike Olson
Hurst-Euless-Bedford ISD
Renee Rimshas
White Settlement ISD
Amanda Rodriguez
White Settlement ISD
Matthew Rogers
Hurst-Euless-Bedford ISD
Nicole Scassera
Keller ISD
April Souhrada
Burleson ISD
Stephanie St. Pierrre
White Settlement ISD
David Strauss
Carroll ISD
Jessica Surratt
Whtie Settlement ISD
Karli Sustaire
White Settlement ISD
Christine Thornton
Private
Tedi Vasquez
White Settlement ISD
Anna Vaughn
Carroll ISD
Gideon Venglar
White Settlement ISD
Ashley Walker
Hurst-Euless-Bedford ISD
Jessica Walters
Burleson ISD

Region 12
Lara Marshall
Belton ISD
Christine Williams
Private
Kim Wilson
Killeen ISD

Region 13
Jeffrey Arbuckle
Austin ISD
Esther Chovanec
Hays ISD
Kristen Esmiol
San Marcos ISD
Eric Furbish
Hays ISD
Joseph Halliburton
Marble Falls ISD
Yvette Hubbard
Pflugerville ISD
Lucie Lechler
Marble Falls ISD
Katy Nolan
Burnet ISD
Katie Perry
Pflugerville ISD
Matthew Tiffee
Hays ISD

Region 14
Bethany Ely
Abilene ISD

Region 15
Danielle Wilde
Ballinger ISD

Region 16
Sabra Bowen
Amarillo ISD
Amy Chambers
Perryton ISD
Charles Crook
Amarillo ISD
Chelsea Deal
Perryton ISD
Hannah Deal
Perryton ISD
Emily Ehrlich
Perryton ISD
Ethan McKenzie
Tulia ISD
Meagan Rogers
Perryton ISD

Region 17
Kristyn Green
Slaton ISD
Latasha Smith
Slaton ISD
Sally Thomas
Slaton ISD

Region 18
Audrey Burnett
Greenwood ISD

Region 19
Mary Cornforth
Socorro ISD
Jennifer Elizaldi
Socorro ISD
Jeff Harris
Socorro ISD
Jason Mendoza
Socorro ISD

Region 20
Fredrick Brock
Judson ISD
Lauren Jones
Northside ISD
Jason Lawrence
Northside ISD
Rachel Priesmeyer
Judson ISD
Billy Studdard
Northside ISD
William Sutherland
Uvalde ISD
Natalie Villafranco
Judson ISD
Laura Whitworth
Northeast ISD
Brandy Williams
Northside ISD
Priscilla Zurita
South San Antonio ISD

TAGT SCHOLARSHIP WINNERS

Parent/Educator Awards

Region 4
Diana Guarniere
Spring Branch ISD

Region 10
Denis O'Leary
Irving ISD

Region 11
Amy Brock
Hurst-Euless-Bedford ISD
Penny McWilliams
Hurst-Euless-Bedford ISD
Kim Podsednik
Hurst-Euless-Bedford ISD

Carole Vermillion Scholarship Winner

Region 11
Amy Brock
Hurst-Euless-Bedford ISD

Ann Shaw Scholarship Winners

Region 17
Elementary Award
Latasha Smith
Slaton ISD

Region 13
Secondary Award
Matthew Tiffee
Hays ISD

Adelle McClendon Young Leaders Scholar

Region 4
Jeffrey Endelman
Spring Branch ISD

The Last Centurion: A Must See Video

Maggie and Reg Green's son Nicholas was senselessly killed in a drive-by shooting in Italy in September of 1994. In memory of their son, the Greens offer this twelve-minute video, *The Last Centurion*, to parents and gifted children.

The Last Centurion speaks to active parent involvement in the education of their children. The tape shows parents how to participate in school programs, read to their children at home, and use the community and library as free resources to encourage and enrich their children's education. The tape is useful and appropriate for viewing by parents and teachers in large or small groups.

Interested individuals may purchase copies for $17.50 from: Corporate Productions, Inc., 4516 Mariota Avenue, Toluca Lake, CA 91602. All proceeds from *The Last Centurion* go to the scholarship fund set up by Nicholas' parents. The Green's used the monies they had been saving for Nicholas' college education to start a scholarship fund for other gifted children through the National Association for the Gifted and Talented.

EXECUTIVE BOARD HIGHLIGHTS APRIL, 19-20, 1996

The Executive Board of the Texas Association for the Gifted and Talented met at 8 p.m. in the Travis West Room of the Sheraton Hotel Executive Center, Austin, Texas, on April 19.

President Mary Seay welcomed new members of the TAGT Executive Board and members of the headquarters staff who were in attendance. She also introduced Douglas Batson, Bankers Capital Corporation and member of the TAGT Finance Committee, and Frank Walsh, President of the The Walsh Company.

The TAGT Gifted Education In-Depth Probe Survey (IDP), conducted by The Walsh Company, was implemented for the purpose of determining generally the status of the motivations about gifted and talented as well as "root causes" of these motivations.

The IDP research gives strong indications of reasons for the following: (1) widespread misunderstanding of both the "nature of giftedness" and gifted and talented programs by all of the respondents; (2) "why" the lack of understanding gives rise to a significant level of resentment in some respondents and criticism of programs by others; (3) why still others feel thankful for activities that may only be token programs compared to specialized programs for other children; and (4) the spotty nature of support for G/T programs in the corporate community.

TAGT plans to publish the results of the In-Depth Probe Survey and the TAGT leadership will consider the findings from the report and the recommendations of The Walsh Company in its strategic planning as it addresses the problems resulting from the misunderstandings and negative perceptions relating to gifted and talented students and the programs and services for these students.

Douglas Batson, TAGT Finance Committee member, reported that TAGT is reaching completion of its Three-Month Fundraising Planning and Feasibility Study that will determine whether TAGT will undertake a fundraising campaign to enhance the Association's scholarship program and to implement other programs and services for the education of gifted and talented students.

Dr. Seay expressed the TAGT Executive Committee's concern about the proposal to reduce the assessment provision of the Rules for Gifted and Talented from the current five criteria for identifying gifted students to three criteria because of the effect this could have on the identification of minority and low SES students across Texas. Connie McLendon said that she had contacted Evie Hiatt at the TEA Office of Advanced Academic Services to express TAGT's concern and the Association's recommendation to maintain in rule the five criteria for the identification of gifted and talented students.

Dr. Seay announced that the application forms for the Adelle McClendon Young Leaders Scholarship had been mailed to all members of the TAGT Coordinators' Division and was printed in the Spring *Tempo* for all members. The scholarship will be awarded in late May or June, 1996.

Dr. Seay announced that Dr. Jack Christie, Chairman of the State Board of Education, had won the primary March election despite strong opposition.

In her Executive Director's report to the board, Connie McLendon noted that membership was up by approximately 200 over the count at the same time last year. She congratulated the Executive Board on the significant statewide accomplishments the association had made over the past decade, including the establishment of the mandate for gifted and talented education, the influence on the proposed rules for gifted and talented, and the continuation of the Distinguished Achievement Program.

Mrs. McLendon also reported that TAGT has strong national influence as well, as seen in the efforts made by Texans to save the National Chair for Gifted Education. A ten million dollar allocation is being proposed for the Javits Grant in 1997 (after having been cut 40% in 1996). Mrs. McLendon proposed a letter writing campaign be launched in favor of the $10 million Javits budget for 1997. She reminded the Board that the State Board of Education is scheduled to hear the proposed rules for gifted and talented education on May 16 for second reading and final adoption.

Mrs. McLendon reported that 1996 TAGT Summer Scholarship winners were notified of their awards during the week of April 15, 1996 and postcards were sent to those whose applications were not granted an award this year.

Karen Fitzgerald, Region IV Director and Executive Board Liaison to the G/T Coordinators' Division, reported that the Fifth Annual G/T Coordinators' Conference had an attendance of 180 and that 116 school districts were represented. Ms. Fitzgerald reported that it is the goal of the G/T Coordinators' Division officers to increase school district representation in the division in the coming year and to increase coordinator networking across the state.

Mary Seay announced that the Executive Board would further develop the Association's Long-Range Plan (1996-2000) at its September 1996 meeting.

Benny Hickerson, Chair of the 1996 Annual Conference Committee, announced that TAGT had created an "Early Bird" registration form with special rates effective until Aug. 1, 1996. She reported that the Annual Conference Committee had reviewed all 240 conference proposals by the April 14, 1996, deadline.

Ann Williams, Vice-President for Membership Development and Services, reminded the regional directors to send out letters to the members in their regions and to encourage nominations for the regional parent, teacher, and advocate awards. She also requested that the regional directors plan to attend the first training session of the 1997 Executive Board, which will be held in conjunction with the annual conference.

Colleen Elam, Chair of the Standing Committee for Parent/Community Involvement (P/CI), reported that the first meeting of the 1996 P/CI Committee would be held on Saturday, June 8, 1996. The committee's agenda will include reviewing the results of the Parent Survey, reviewing parent conference activities, and selecting the 1996 TAGT State Parent of the Year. The second meeting of the P/CI Committee is scheduled for the evening of Thursday, Nov. 21, 1996, in conjunction with the TAGT Annual Conference.

Ann Wink, Chair of the 1996 Elections Committee, announced that the Elections Committee will meet on May 28, 1996, at the TAGT Headquarters office in Austin to determine the Election Committee's slate of nominees for the 1996-97 elections ballot. She reminded the Executive Board that there is still time for candidates to nominate themselves for an office or regional director position and encouraged all interested parties to do so.

In the absence of Tracy Weinberg, Chair of the Finance Committee, Ann Wink reported that Karen Roberson of Bedford, the newest member of the Finance Committee, had attended the March 22 Finance Committee meeting in Austin. Mrs. Wink also noted that Tracy Weinberg had announced plans to redesign the application forms for TAGT scholarships prior to leaving the office of TAGT Secretary/Treasurer.

In the absence of Susan Johnsen, Chair of the TAGT Education and Training Committee, Ann Wink referred the Executive Board to the agenda and minutes of the April 12, 1996, meeing of the TAGT Standing Committee on Education and Training. She noted that the Committee was considering developing a proposal for a TAGT 30-hour Awareness Certificate for Administrators for Executive Board consideration.

Dr. Michael Sayler announced that *Tempo* was now being published at the University of North Texas and that Renee Horton had joined the publications staff as the new editorial assistant. He reported that, at Mary Seay's recommendation, he would work with a task force to look at the purpose and mission of *Tempo* and would bring the committee's recommendations to the board for consideration.

The TAGT Executive Board Approved the following items: the 1996-97 TAGT Annual Budget; the 501(c)3 Capital Foundation Corporation; the appointment of Jane Woodward to the Standing Committee on Education and Training; the appointment of Susan Crawford to the Standing Committee on Parent-Community Involvement; the President's appointments to the Task Force to Study Association Bylaws (Ann Wink, Chair; Kathy Albers of Region VII, and Shirley Porter of Region IX); and the President's appointments to the Task Force to Review *Tempo* Policies (Michael Sayler, Chair, Karen Fitzgerald of Region IV, Tillie Hickman of Region V, and Michael Cannon of Region XIX).

The next TAGT Executive Board Meeting is scheduled for September 6-7, 1996, at the Doubletree Hotel in Austin.

TEXAS STATE BOARD OF EDUCATION RULES ON GIFTED AND TALENTED EDUCATION PROGRAMS

89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

(1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, 29.121;

(2) include assessment measures collected from multiple sources according to each area defined in *The Texas State Plan for the Education of Gifted / Talented Students;*

(3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;

(4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and

5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

89.2 Professional Development.

School districts shall ensure that:

(1) teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

(2) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

(3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

(1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

(2) a continuum of learning experiences that leads to the development of advanced-level products and performances;

(3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

89.4 Fiscal Responsibility.

School districts shall ensure that no more than 15 percent of state funds allocated for gifted/talented education are spent on indirect costs.

89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in *The Texas State Plan for the Education of the Gifted / Talented.*

Approved by the Texas State Board of Education, May 17, 1996

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED 1997 EXECUTIVE BOARD ELECTIONS

The Elections Committee, chaired by Immediate Past President Ann Wink, presents the following slate of candidates for the 1997 Executive Board Elections. Other members of the Elections Committee are: Wayne Craigen, Fort Bend ISD; Barbara McGonagill, Education Service Center Region VI; Elizabeth Montes, El Paso ISD; and Rebecca Rendon, Brownsville ISD. As there were no self-declared candidates for this election, all candidates are running unopposed.

For Regional Director positions, vote ONLY for the region in which you reside. Ballots must be received by the TAGT office no later than **Aug. 20, 1996**. Mail your ballot to: TAGT 1997 Elections, 406 East 11th Street, Suite 310, Austin, TX 78701-2617.

The TAGT Elections Chair will notify all persons on the ballot of election results by first class mail no later than Sept. 2, 1996.

SLATE OF TAGT EXECUTIVE BOARD OFFICERS

PRESIDENT - ELECT

BENNY HICKERSON, Ph.D.,
Coordinator, G/T and English/Language Arts, Hurst-Euless-Bedford ISD

- G/T coordinator for Hurst-Euless-Bedford ISD: administrative advocacy for gifted, supervision of G/T programs, curriculum development, teacher training, identification, parent communications
- TAGT Executive Board and Executive Committee: Director, Region XI; Local Arrangements Chair for 1994 Conference; First Vice-President and Conference Chair 1995-96
- G/T classroom teaching experience;
- G/T staff development trainer and G/T college teaching experience;
- Mom/working mother experiences: Sense of humor, time management, and organization!

As the largest and strongest advocacy organization for the gifted and talented in the world (and known universe), TAGT has the responsibility for promoting public recognition and appreciation for gifted students and for providing leadership for education, communication, and legislative efforts to address the particular needs of this special population group. My priorities in this office will be to pursue these goals, working with the TAGT membership, Executive Board, and Executive Director. Even as we approach the 21st century, the gains made in Texas throughout the past two decades for the gifted and talented cannot be taken for granted if we hope to enable these young people to meet the challenges and expectations facing us in the future with creative and intelligent leadership and solutions.

SECOND VICE-PRESIDENT

ROSLYN CASTON BLACHE,
Enrichment Specialist, San Antonio ISD

- Texas Commissioner's Advisory Council for the Education of Gifted Students
- San Antonio ISD Advisory Council for the Education of Gifted Students
- Region XX Advisory Council for the Education of Gifted Students
- Presenter: National Association for Gifted Children; Association for Supervision & Curriculum Development;
- Trainer for teachers of gifted students: San Antonio ISD

Involving more people in advocating appropriate educational opportunities and services for gifted students is crucial. As Second Vice President, working with Regional Directors to expand our membership and mobilize present members would be my top priority. It is my belief that we can and must continue the goals set forth originally by our organization of ensuring comprehensive learning opportunities for gifted students.

SECRETARY / TREASURER

KAREN M. FITZGERALD, G/T Coordinator, Spring Branch ISD

- Former Alumni President of Phi Mu Fraternity
- Coordinator for Gifted Programs, Spring Branch ISD
- Former Teacher of the Gifted, Spring Branch ISD; TN and MO
- Attended Summer Confratute at the University of Connecticut
- Parent of a gifted daughter

How fortunate I would be to have the honor of serving you as a TAGT officer! During my tenure in office I would like to continue the outstanding job that has been done in the past years by our strong TAGT leadership. Hopefully, under my guidance, we can award more summer scholarships through wise financial planning, continue to prepare responsible budgets, and increase effective communications with you. I have served on the TAGT Executive Board for several years.

REGIONAL DIRECTORS

REGION II

STELLA GARRETT, Secondary Curriculum Specialist, Calallen ISD

- Helped develop K-8 G/T program
- Direct G/T curriculum planning and writing for the district
- Coordinate G/T program in Calallen ISD
- Chairman of district's G/T committee
- Currently TAGT Region 2 Director

I would like to continue to communicate to parents, educators, and the community the need for quality gifted programs in Region 2 and the state. TAGT, with its vision and mission for gifted education in Texas and in the nation, is the vanguard for the gifted movement. I hope to continue to work towards increasing membership in TAGT for the next two years.

REGION IV

NED C. MOSS, Ed.D. , G/T Coordinator, Houston ISD

- G/T Coordinator for Curriculum and Staff Development, Houston ISD
- Coordinator (former) and Teacher, G/T High School (Vanguard)
- Local arrangements committee for TAGT Annual Conference in 1995
- Four time Presenter at TAGT Annual Conferences
- TAGT Member since 1983
- Officer: Texas Council for the Social Studies 1993-Present

I hope to: (1) provide G/T Teachers and administrators information about the varieties of basic and advanced G/T staff development opportunities year-rround, (2) keep G/T teachers and parents informed going into and during the 1997 legislative session; and (3) increase the number of applicants for all of the TAGT scholarships.

REGION VI

DONNA J. CORLEY, Ph.D., Gifted Education Specialist, Conroe ISD

- TEA Task Force to write new state guidelines
- G/T Foundation Trainer for several districts
- G/T Teacher for several years
- Adjunct Professor for Sam Houston State University
- Planning Committee for Regions V and VI G/T Conference

Encouraging increased awareness of the academic needs of our gifted learners, as well as promoting the combination of talents within and without our organization to address those needs would be what I would hope to accomplish during my tenure in office, should I be elected.

REGION VIII

PAT GILBERT, Principal, Aikin Elementary, Paris ISD

- Presenter and educational consultant in: Instructional Leadership, Cooperative Learning, Learning Styles, Texas Teacher Appraisal System, Dupont Trainer
- President-elect of Lamar county Reading Council
- Principal of school with a large gifted population
- Identification of G/T students at middle school level in counselor role
- Administrative Consultant for Paris Association for Gifted Education enrichment activities (Super Saturdays and Summer enrichment program)
- PISD G/T task force member
- TEPSA Academy II member

Challenging children to reach their potential is a challenge in itself. Students deserve quality programs where their special talents and gifts can be nurtured and developed. As a TAGT Executive Board member, I will actively work with educators, parents, and other community members toward this essential goal.

REGION X

LYNDA WALKER, Coordinator of Gifted Programs K-12, Plano ISD

- Coordinator of Gifted Programs, 2 years
- Gifted/Talented teacher, 13 years
- Region X Gifted/Talented Coordinators Co-op
- Odyssey of the Mind Regional Co-Director and State Executive Board Member
- Implemented talent pool in kindergarten and first grade

TAGT's advocacy and leadership roles are of paramount importance in gifted education. Educators and parents must work together to sustain the efforts realized thus far to promote appropriate programming for gifted students. As regional director I will continue working to increase communication and networking among the membership and to enhance the support system provided by TAGT.

REGION XII

KRYS GOREE, Education Specialist, ESC Region XII

- Senior Editor, *Gifted Child Today*
- Gifted and Talented Education Specialist at Education Service Center Region 12 for four years
- Writes bi-monthly column for *Gifted Child Today*
- Coordinated district-level programs in two school districts
- Advisory Board Member for Project Mustard Seed Grant
- Have served as G/T teacher/program coordinator in several districts in the state

Gifted and talented students in our state desperately need the support and advocacy that TAGT so willingly provides. I would be proud to represent Region 12 as a TAGT Regional Director, focusing on open and effective communication, providing informational updates to educators and parents in our region, and advocating for quality educational experiences for gifted students. TAGT does a tremendous job helping to ensure the needs of gifted and talented students are addressed and met. I would like to play an integral part in the continuing successes of the organization and help to further the efforts of advocacy for gifted learners in Region 12.

REGION XIV

KIMBERLY S. CHEEK, SOAR Teacher, K-12, Wylie ISD

- Parent of gifted child
- Training from Bertie Kingore, Ph.D.
- 10 years of teaching gifted children
- Threshold Teacher
- Service-Learning

My primary goal representing TAGT in Region 14 is to carry on the wonderful work established by Kathy Hall and to revitalize a Region 14 parent organization. I want to build on the foundation that exists to set up a network of support between students, parents, teachers, and administrators and TAGT.

REGION XVI

LISA YAUCK, Teacher, Follett ISD

- G/T-Social Studies (JH-HS)
- Served six years as classroom teacher (three years 5th grade; three years American History/ Government, and Economics)
- Past 2 years-G/T Coordinator for grades 3-6
- Active on various school committees
- Parent of gifted child
- Past President of Village Improvement Program-a non-profit group that provides money for projects ie: tennis courts, golf course, ball parks, etc.

During my time as Region XVI director, I would like each G/T Coordinator to be informed of new happening and legislation that is important to their programs.Without this information and support, the G/T Program within the Panhandle cannot be fully effective.

REGION XVIII

JIM COLLETT, Curriculum Director, McCamey ISD

- Teacher of high school G/T
- Developed original courses / curriculum in our high school G/ T program
- G/T Director for district
- Commissioner's Advisory Council for G/T
- Faculty member, annual Interdisciplinary Problem-Solving Conference, Baylor University

Herbert Spencer said, "The great aim of education is not knowledge, but action." As regional Director, I will strive to act. I will seek to develop stronger lines of communication across this vast region and to assist in extending and improving the quality of gifted programs.

REGION XX

MARCY VOSS, G/T Coordinator, Kerrville ISD

- Member, Commissioner's Advisory Council for the Education of Gifted Students
- G/T Coordinator and G/T Teacher, La Grange ISD, 1981-1992
- Master's in Educational Psychology with a specialization in Gifted Education, Texas A&M University, 1982
- Former TAGT Regional Director
- Presenter at conferences, Education Service Centers, and local school districts

As a member of the TAGT Executive Board, I will work to strengthen G/T advocacy efforts within my region. Through increased communication with members in the region, I hope to provide information enabling them to effectively promote gifted education efforts both locally and on the state level. I also hope to increase awareness of the need for gifted education and encourage involvement in TAGT.

OFFICIAL 1997 TAGT ELECTION BALLOT

Executive Board Election

OFFICERS

A simple plurality of votes shall constitute election to office.

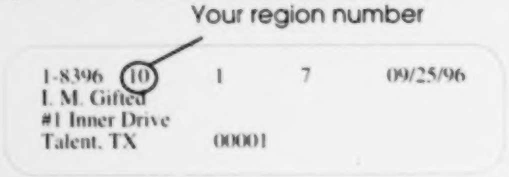
Confirmation votes are encouraged for unopposed candidates.

	✓	
President-Elect		**Benny Hickerson**
Second Vice-President		**Roslyn Caston Blache**
Secretary / Treasurer		**Karen Fitzgerald**

REGIONAL DIRECTORS

Regional Directors are elected for a two-year term of office. This year members are electing Regional Directors from even-numbered regions. **Cast only ONE vote on this section of the ballot, voting ONLY for the director for your region**. Your region number is indicated on the first line of your address label (see diagram at left).

Vote only in your region.
Confirmation votes are encouraged for unopposed candidates.



Your region number

1-8396 ⑩ 1 7 09/25/96
I. M. Gifted
#1 Inner Drive
Talent, TX 00001

	✓	
Region II		**Stella Garrett**
Region IV		**Ned C. Moss**
Region VI		**Donna J. Corley**
Region VIII		**Pat Gilbert**
Region X		**Lynda Walker**
Region XII		**Krys Goree**
Region XIV		**Kimberly S. Cheek**
Region XVI		**Lisa Yauck**
Region XVIII		**Jim Collett**
Region XX		**Marcy Voss**

This ballot must be received by **August 20, 1996** at:

TAGT 1997 Elections
406 East 11th Street, Suite 310
Austin, Texas 78701-2617

Texas Association for
the Gifted and Talented
406 East 11th Street, Suite 310
Austin, Texas 78701-2617

Place
Stamp
Here

TAGT 1997 ELECTION BALLOT
406 EAST 11TH STREET, SUITE 310
AUSTIN, TEXAS 78701-2617

LAURA ALLARD GRANTS FOR EXCELLENCE APPLICATION

The TAGT Executive Board is soliciting applications for the 1996 Laura Allard Grants for Excellence Awards. Tax–exempt organizations and individuals whose projects support the goals of TAGT are invited to submit proposals at this time. These awards, which range in amount from $500 to $1,000 each, are given to support specific and innovative projects, programs, or activities that address the needs of gifted students.

The TAGT Grants for Excellence Program was begun in 1987 to offer financial assistance to educators, parents, and nonprofit groups interested in developing programs benefiting gifted and talented students. In November 1994, the TAGT Executive Board voted to rename this awards program to honor Mrs. Laura Allard, TAGT's first paid executive director and a recognized force for the improvement of gifted education in Texas.

Name of Project: ______________________________

Amount Requested: $ ______________________________

Primary Contact Person: ______________________________

Telephone: ______________________________

Mailing Address: ______________________________

City, State, ZIP: ______________________________

School District, University, or Non-Profit Organizational Affiliation (if any): ______________________________

Please address the following items and attach your responses to the grant application:

1. Provide an overview of your project, explaining its purpose, the audience it addresses, and how it will benefit gifted students .
2. Explain which of the TAGT goals (listed below) your project will address and how.
3. Explain specifically how the requested funds will be used (i.e., printing costs, postage for surveys, projects supplies/materials, speakers, etc.).
4. What percentage of the total cost of your project does this request represent?
5. How will TAGT's grant be acknowledged? (i.e., recognition of grant on printed materials, presentation at conference, acknowledgment of research support, etc.)
6. Give the timeline of your project, including beginning and ending dates, expected date of implementation, etc.
7. Grant recipients are requested to submit a brief evaluation to TAGT upon completion of the project. Describe how you will evaluate your project.

Please return your application by **Sept. 1, 1996** to:

The Laura Allard Grants for Excellence Awards, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, Telephone: (512) 499–8248. Faxed applications will not be considered. Applicants will be notified and awards distributed during the first week of October 1996.

TAGT GOALS

1. To promote statewide public awareness of gifted education.
2. To monitor statewide legislation impacting educational programs for the gifted and talented and to support funding for those programs.
3. To increase membership in TAGT statewide.
4. To provide information about the needs of gifted students to the legislature and other governmental bodies including the State Board of Education, the Texas Education Agency, and local school boards.
5. To communicate the importance of parental leadership in the educational process of the gifted and talented.
6. To support research in all areas of giftedness and publish information that offers assistance to Association members.
7. To seek additional funds for financial scholarships and staff development training programs for gifted and talented students and their teachers and parents.
8. To establish relationships and communications with other educational associations, the business community, and parent groups.
9. To foster improved communication between TAGT and public and private schools and universities

CALENDER OF EVENTS

June 1996

31-1 1996 Stree Law Conference. Texas Law Center. Austin. Texas Contact: Linda Deleon. 800/ 204-2222 or 512/ 463-1463.

31-1 Conference for the Advancement of Mathematics Teaching. Dallas. Texas Contact: Jim Wohlgehagen. 512/ 335-2268.

July 1996

8-13 Javits Language Arts Summer Institute. Saratoga Springs. New York. Contact: 518/ 581-3580.

12-14 Texas Council of Women School Executives Summer Conference. Stouffer-Renaissance Hotel. Austin. TX Contact: Ann Halstead. 512/ 477-6361.

13-16 TASA/University of Texas Superintendents' Workshop for Educational Leaders. Stouffer-Renaissance Hotel. Austin. TX. Contact: 512/ 477-6361.

14-19 American Idea Seminar. Del Lago Resort. Lake Conroe. Texas.Contact: 713/ 984-1343.

August 1996

5-9 Critical and Creative Thinking in the Classroom. Bangor High School. Bangor. Maine. Professional Development Center. University of Southern Maine. Contact: 207/ 780-5326.

September 1996

15-17 Conference on the Distinguished Achievement Program. Adams Mark Hotel. Houston. Texas. Contact: Donnell Bilsky or Diana Foose. 512/ 463-9455.

October 1996

5 Parenting Gifted Children Conference XIII. Center for Gifted Studies. University of Southern Mississippi. Hattiesburg. MS 39406-8207. Contact: 601/ 266-5236.

9-10 "Teaching in Noah's Ark: Differentiating Instruction for Academically Diverse Learners." Gifted Students Institute. Southern Methodist University. Dallas. TX. Presenter: Dr. Carol Tomlinson: University of Virginia. Contact: 214/ 768-5437.

19-22 Fifth Conference of the European Council for High Ability. Austria Center Vienna. Vienna. Austria. Contact: 011-49-228-302-2666. Fax 011-49-228-302-270 or write: Secretariat of ECHA. Bildung und Begabung e.V.. Wissenschafts-zentrum. P.O. Box 20 14 48. D-53144 Bonn. Germany.

23-25 Learning and Technology Conference. Dallas Convention Center. Dallas. TX. Contact: 703/ 838-6764.

30-3 National Association for Gifted Children Annual Conference. Hyatt/Weston Hotels. Indianapolis. Indinana. Contact: 202/ 785-4268.

Literary Magazine for Young Writers

The Spotted Blowfish, a literary magazine for young readers, is accepting poems, stories, and artwork from elementary and secondary students. Work may be up to five pages long. Submissions must be neatly written or typed. All submissions should be double spaced. _The Spotted Blowfish_ is published in Ottawa, Canada. For more information, call (613) 761-1177.

November 1996

7-8 "Recognizing and Nurturing Gifted Primary Students" and "Strategies for Primary Classrooms: Increasing Student Thinking Without Overworking Teachers." Gifted Students Institute. Southern Methodist University. Dallas. TX. Presenter: Dr. Bertie Kingore. Hardin Simmons University. Contact: 214/ 768-5437.

20-23 Texas Association for the Gifted and Talented Annual Conference. Austin Convention Center. Austin. Texas. Contact: Connie McLendon. 512/ 499-8248.

20 Texas Association for the Gifted and Talented Executive Board Meeting. In conjunction with the TAGT Annual Conference. Austin. Texas. Contact: Connie Mclendon. 512/ 499-8248.

20 Texas Association for the Gifted and Talented Editorial Board Meeting. In conjunction with the TAGT Annual Conference. Austin. Texas. Contact: Michael Sayler. 817/ 565-4699.

January 1997

30-31 "Understanding Gifted Children from the Inside Out: Meeting Social and Emotional Needs at School." Gifted Students Institute. Southern Methodist University. Dallas. TX . Presenter: Dr. James R. Delisle. Kent State University. Contact: 214/ 768-5437.

February 1997

11 "Portfolios: A Meaningful Intersection of Product and Process." Gifted Students Institute. Southern Methodist University. Dallas. TX. Presenter: Julia Shahid. McKinney ISD. Contact: 214/ 768-5437.

20 "Rigorous. Challenging Curriculum for All-Including the Gifted." Gifted Students Institute. Southern Methodist University. Dallas. TX. Presenter: Dr. Amanda Batson. Austin ISD. Contact: 214/ 768-5437.

March 1997

26-27 "Choosing Practices of Excellence and Equite for Students with Gifts and Talents: Research-Based Decision-Making" and "Becoming a Good Consumer of Research: It's Not Boring and You Can Do It!" Gifted Students Institue. Southern Methodist University. Dallas. TX . Presenter: Dr. Karen Rogers. University of Saint Thomas. Contact: 214/ 768-5437.

Resource Materials for Parents and Schools

The School of Educational Studies at the University of New South Wales, Sydney Australia, offers schools and parents a variety of gifted education resources. These include an audio-taped interview with Donna Enersen, Ph.D. describing the characteristics and concerns of parents of gifted students. Another taped interview with Dr. Joan Wolf of the University of Utah explores effective parent-teacher partnerships. The School also offers an annotated bibliography of current research and practical advice on parenting gifted and talented children. Information on the book, _Giftedness in Early Childhood_, by Cathie Harrison, can be obtained from the same source. For more information contact: Gifted Education Resources, School of Educational Studies, The University of New South Wales, Sydney Australia 2052, Phone (011) 61-2-385-4922.

WRITE FOR UPCOMING ISSUES OF *TEMPO*

Winter 1996

GIFTED LEARNERS IN THE REGULAR CLASSROOM

Many gifted students spend most of their school day or week in regular classrooms. Describe those classrooms where this works well. What modifications have you made? How is the schedule adapted? How have you convinced teachers to adopt these methods? Describe your content, process/product, or thematic modifications. Describe the changes you have made in management techniques (e.g., use of compacting, contracts, independent study).

The deadline for submission of articles is **September 1, 1996** . This allows us time to review the manuscripts submitted and to help the authors polish them.

Spring 1997

ATYPICAL GIFTED CHILDREN AND YOUTH

Giftedness appears in all populations and groups regardless of their special needs status, gender, age, location, or racial or ethnic group. This issue of *Tempo* will deal with exemplary ways schools and families have found to understand, identify, or address the needs of atypical gifted children and youth. What has your school done to find and provide appropriate education for these children? How, as a parent of an atypical gifted child, do you convince schools to address the needs of your child?

The deadline for submission of articles is **Dececember 1, 1996** . This allows us time to review the manuscripts submitted and to help the authors polish their articles.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:

1. **Write about an upcoming issue theme (see list above).**
2. **Double space your manuscript and use 1 1/2 inch margins on all sides.**
3. **Use APA style if you know it; if not we will help you once we receive your manuscript.**
4. **Include a cover sheet with your name, address, daytime telephone and FAX number or e-mail address if available.**
5. **You do not need to send a copy on disk at the time of initial submission.**

Send all submissions or requests for more information to:
Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13857, University of North Texas,
Denton, TX 76203-6857.
Phone 817/ 565-4699, Fax 817/ 565-2964, or sayler@unt.edu

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED MEMBERSHIP APPLICATION

Member Name(s) ______________________ Telephone (H) ____________ (W) ____________
Mailing Address ______________________ City ____________ State ________ ZIP ________
School District & Campus Name/Business Affiliation ______________________ ESC Region ______
Electronic Address (i.e., Tenet, Internet) if applicable ______________________
PLEASE CHECK ONE ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other ____________

Individual .... $25 ( ) Family .... $25 ( ) *Student .... $15 ( ) * *Must include verifiable campus, district, and grade.*
Patron .... $100 ( ) **Institutional .. $100 ( ) Lifetime............. $400 ( ) Parent Affiliate $45 ( )

*** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators .... $10 ( ) Research & Development .... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capital Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

Return form and dues to: TAGT, Dept. R. B. #0471, P. O. Box 149187, Austin, TX 78789-0471

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TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED
Member, National Association for Gifted Children (NAGC)

VOLUME XVI ISSUE 4
FALL 1996

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TALENTS FOR THE 21ST CENTURY

Dear Colleague:

You are cordially invited to attend the Nineteenth Annual Professional Development Conference of the Texas Association for the Gifted and Talented, which will take place November 20-23, 1996, at the Austin Convention Center in Austin, Texas. *Talents for the 21st Century* is the theme for this year's conference.

Many of the sessions will focus on how we, as teachers, can identify and develop the talents of our students. The conference will offer participants numerous sessions on the five Core Areas and Teacher Competencies which were developed by a Texas panel of professionals and advocates in the field of gifted education including teachers, administrators, state and regional consultants, university faculty, and parents. These Core Areas and Teacher Competencies include Nature and Needs, Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum.

TAGT also wants to ensure that conference participants are able to receive the state-mandated training that is required of teachers by the State Board of Education and the Texas Education Agency. Specific sessions will address the five areas included in the state required training and TAGT's 45-hour Awareness Certificate.

Your participation is important to the growth of a strong organization advocating for gifted and talented programs. Only through your support of professional development, your encouragement of community involvement, and your attention to the current research in your field are we able to rededicate our effort to developing the *talents* of Texas' gifted and talented youth for the 21st century.

Sincerely,

Benny Hickerson

Benny Hickerson, Ph.D.
Chair, 1996 Conference Committee
TAGT First Vice President

BEST COPY AVAILABLE

FROM THE PRESIDENT

Mary Seay

WHO'S AFRAID OF INDIVIDUALISM?

This century has not been very good about reading and following the script. From the rugged individualism of the 1700's and the 1800's, this century was not supposed to lead us to large scale corporations, businesses, bureaucracies, and organizations which created a centered homogeneous social system. A society where we all melt together, as Michael McGerr wrote, a smooth unfolding of organizational hegemony with fewer and fewer "individuals."

This century has tried to do that, but as it turns out, the United States remains notably heterogeneous; corporations have failed to recast their own workers, let alone the American culture. There is a pervasive sense of self, of personal worth, a yearning for individual autonomy, the persistence of individualistic ideals, and, maybe, a little self-absorption.

This country was born of, and its foundations still rest on, a faith in personal responsibility, risk-taking, entrepreneurship, personal decision making, and the notion that one owns one's own labor. Every breath we draw pulls air from an unbelievably diverse cultural heritage, and with McGerr, we can celebrate the fact that because of the strength of that diversity, we American individuals have been able to survive in the putatively hostile environment this century has tried to lead us into. The sanctity of the individual spirit is hanging on.

Let's open the door to a classroom. There are indeed 22 totally individual children, but listen closely:

"Every person is to open the book to page 51. Everyone will work the handout sheet which accompanies this page, you will all have the first 30 problems for homework, and everyone will work every problem the same identical way as everyone else." And that's only math.

Education seems to move farther and farther away from a quality, engaging, vigorous educational experience for each individual child by our misplaced dedication to the TAAS scores, standardized tests, and teacher training that teaches about books and not about children.

Is it consummate arrogance to persist in placement of two or more dozen children or young adults together in a room,

(See SEAY, pg. 4)

Tempo

VOLUME XVI ISSUE 4
FALL 1996

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The Texas Association for the Gifted and Talented (TAGT) is a nonprofit organization of parents and professionals promoting appropriate education for gifted and talented students in the State of Texas.

TAGT *Tempo* is the official journal of the Texas Association for the Gifted and Talented. It is published four times a year in January, April, July, and October. The subscription is a benefit for TAGT members. Annual individual and family dues are $25.

Opinions expressed by individual authors do not necessarily represent official positions of TAGT. Material appearing in *Tempo* may be reprinted unless otherwise noted. When copying an article please cite *Tempo* and TAGT as the source. We appreciate copies of publications containing *Tempo* reprints.

TAGT does not sell its membership list to advertisers or other parties. However, membership names and addresses are made available for approved research requests. If you do not wish your name to be made available for G/T-related research, please write to TAGT at the address below.

Address correspondence concerning the Texas Association for the Gifted and Talented to: *TAGT, 406 East 11th Street, Suite 310, Austin, Texas, 78701-2617.* Call TAGT at 512/ 499-8248. FAX 512/ 499-8264.

Address correspondence and inquires concerning *Tempo* to: *Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13857, University of North Texas, Denton, TX 76203-6857.* Call the editorial office at 817/ 565-4699, FAX: 817/ 565-2964, or by e-mail at sayler@unt.edu.

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EXECUTIVE DIRECTOR'S UPDATE

Connie McLendon

TEXAS EDUCATION AGENCY STAFF AND TASK FORCE COMPLETE DRAFT OF STATE PLAN FOR THE EDUCATION OF GIFTED STUDENTS

In early March, staff from the Texas Education Agency, Office of Advanced Academic Services, began meeting with a task force of public school teachers and administrators to revise the *Texas State Plan for the Education of Gifted / Talented Students*, approved by the State Board of Education in 1990. Revisions which the task force are proposing to the 1990 plan will conform to gifted education requirements mandated by Senate Bill 1.

Section 29.123 of the Texas Education Code establishes *The Texas State Plan for the Education of Gifted / Talented Students* as the basis of program accountability for gifted education programs in Texas public schools. The draft of the proposed state plan is designed to be compatible with the Texas public school accountability system. Basically, the proposed plan follows the requirements set forth in either state law (Texas Education Code) or rule (State Board of Education) for five areas of program performance: Student Assessment, Program Design, Curriculum and Instruction, Professional Development, and Family-Community Involvement.

The proposed state plan will introduce three levels of program performance: “Acceptable,” which reflects only those actions required by law or rule; "Recommended" and "Exemplary" for those districts or campuses choosing to provide more comprehensive services for gifted students. The plan will also offer guidance and examples of program performance for both "recognized" and "exemplary" levels. The second and third level options are not state mandated, but it is believed they will establish benchmarks of quality that a district or campus seeking excellence will choose to target. Similar to the three different options for high school graduation -"Minimum," "Recommended," or "The Distinguished Achievement Program," - the state plan for gifted education is designed so that each performance level builds on the level preceding it. For example, activities developed at the “recognized” level will build on those performed at the “acceptable” level; the “exemplary” level will build on performances designated for the “recognized” level.

Mary Seay, TAGT president, and Ann Wink, TAGT immediate past president, both serve on the state plan task force. Ann Brock, 1996 Texas State Teacher of the Year, and a former TAGT board member, also serves on the task force. According to Evelyn Hiatt, director of the Office of Advanced and Academic Services, the State Board of Education will discuss the proposed state plan at its meeting on Sept. 12-13. TEA will disseminate the draft plan submitted to the State Board at its Secondary Conference in Houston, Sept. 15-17.

The TAGT Executive Board will meet with Ms. Hiatt on Sept. 7 where the proposed plan will "debut" for a question and answer session. Ms. Hiatt and staff are also scheduled for a large Q & A session on the state plan at TAGT's annual professional development conference at the Austin Convention Center, Friday, Nov. 22. **The *Texas State Plan for the Education of Gifted/Talented Students* is scheduled for adoption by the SBOE on Nov. 7-8.**

FYI

TEA now places SBOE agenda items on its World Wide Web site, http://www.tea.state.tx.us. You may find agenda items by clicking through the following links: Administration > Commissioner and State Board of Education > Schedule for Board Meetings > November 1996. For assistance, email David Jacob via dja-cob@tenet.edu.

SBOE Adopts Credit-By-Exam Rules

In July, the State Board of Education approved credit-by-examination rules mandated by Senate Bill 1. The new rule requires districts to provide at least three days between June 1 and 30 and three days between July 1 and Dec. 31 to administer tests for students seeking credit-by-examination. Of special interest to the gifted education community is the provision which specifies guidelines to use in accelerating students at various grade levels. SB 1 requires ISDs to pay for the tests, giving rise to the "buzz" in Austin legislative circles that this particularly thorny section of requirements resulting from SB 1 is certain to be revisited in the next legislative session. The significant cost of the program to school districts, some critics say, is nothing less than an unfunded mandate. Evelyn Hiatt is the TEA contact for Credit-By-Exam; she can be reached at 512/463-9455.

A Letter from the 1996 Teacher of the Year

Texas public education, and gifted education in particular, continue to reap benefits from our state's outstanding Teacher of the Year for 1996 - Ann Brock of the Burleson ISD. I am printing Ann's letter because it is one of those rare communications that is simply too good not to be shared. I invite you to experience the absolute delight Ann takes in being named Texas Teacher of the Year, share her enthusiasm for representing Texas and gifted education, and be thankful for teachers like Ann who take such pride in being teachers of gifted and talented children. Ann's letter and accompanying photographs are on pages 23-25.

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(SEAY, from pg. 2)

and to try to homogenize them by teaching them all from the same book, on the same time schedule, requiring the same output, giving them all the same input at the same time; in short, creating a pseudo-homogeneous, heterogeneous classroom environment? What in the world happened to appreciating children's differences? Where on earth did celebrating the individual go? We want them to be individuals when they get out of school, but we do little to foster their practicing that role; there are no "two-a-days" for individualism.

A dangerously wimpy dedication to a democratic and spellbinding education has been eroded further and further as state policy and local response has created a diminution of expectations of students. Not as obvious, but to me more insidious, is the state-driven thinking that there is no room in the curriculum for intellectually stimulating discussions of ideas, contrasting viewpoints, or alternative ways of looking at a process or notion. I guess that even if there were such things in the curriculum, there would be no time for them. A parent at our parent meeting last night told me that her gifted third grader got 34 worksheets as homework in the 14 days his class was preparing for the TAAS test. I think that some of these surely must not be germane to the education of a gifted individual.

Gifted children can't help being individuals, but their need for expressing themselves within the safety net of their mental peers is great, for gifted children are very sensitive to the jeers and taunts of age peers who cannot understand their responses, their view of the world, or the abstractions which fascinate them. The place where gifted children feel most secure is among the same kind of thinkers. In 1992, John Feldhusen and Sidney Moon wrote in the spring Gifted Child Quartery:

> Gifted students have unique learning needs that are difficult, if not impossible, to meet in heterogeneous learning environments. They need instruction that is conceptually more complex and abstract than most learners can handle. Gifted students learn better in unstructured environments and benefit from indirect teaching methods... Sensible grouping practices match student needs with curricular opportunities. For gifted students, sensible grouping practices provide opportunities for interaction with other gifted students in educational environments that are specially designed to meet the unique learning needs of gifted learners (p. 63).

Gifted children must have a place where they are valued as individuals and the opportunity to express their individualism. They need a place with their mental peers that provides shelter, along with analytical, critical thinking, and complex activities.

It is painful to think of these children, languishing in the regular classroom where they are held back from advancing and learning all they can, missing the kind of enrichment they need. I read somewhere that it would be difficult to imagine that because a student was very good at basketball, he would be kept from playing because the others had not caught up with him. We could let him be a student-coach while the rest were catching on to the game. And, as Feldhusen and Moon (1992) wrote, it is also hard to imagine heterogeneous varsity football teams or a heterogeneous varsity band where beginning, intermediate, and virtuoso musicians marched and tried to perform together.

(See SEAY, pg. 12)

CORRECTION

In the Summer issue of *Tempo*, parents of gifted and talented middle school students in a San Antonio "area" school district were incorrectly identified in a headline as being from the San Antonio Independent School District. The editors regret any inconvenience this may have caused.

A THOUGHTFUL LOOK AT THE CONCEPT OF TALENT DEVELOPMENT

Françoys Gagné
University of Quebec at Montreal

Over the last few years, a growing number of specialists have adopted the expression "talent development" as a guiding principle or major goal for their work in gifted education. In the words of Renzulli and Reis: "Talent development is the 'business' of our field, and we must never lose sight of this goal, regardless of the direction that reform efforts may take" (1991, p. 34).

My first reaction to this expression (Gagné 1993) was rather positive, because, as I interpreted it, no other expression could better synthesize the dynamic dimension of my differentiated model of giftedness and talent (see Gagné 1985; 1993a). But I progressively realized that my interpretation was not shared by most of the other proponents of this expression, that there was in fact at least one other, very different interpretation.

Divergent Interpretations

These two interpretations of "talent development" have their origin in divergent definitions of the concept of talent, either as the *raw material* or as the *end product* of a developmental process. Defined as a starting point, the term "talent" designates natural abilities present with varying intensity in most boys and girls. When people say, for instance that, "This young person has talent, he/she will go far," they are frequently referring to the natural abilities that facilitate and accelerate learning in that particular domain. Here, "development" is the goal. But the word "talent" can also refer to systematically developed abilities which are characteristic of an expert in a given field of human activity; talent here becomes the end point of the developmental process. An academically talented youth is one who has mastered the notions, concepts and processes of major school subjects; a talented swimmer has mastered better than most, the very complex skills of swimming; and so forth. Here, the "talent" achieved is the goal, a major difference in perspective. The second interpretation fits perfectly well with my differentiated model of giftedness and talent, while the first one is antithetic to it. Let us first take a brief look at my model.

Gagné's Differentiated Model of Giftedness and Talent

In this model, the term *giftedness* designates the manifestation of natural abilities (called "aptitudes" or "gifts") in at least one ability domain to a degree that places subjects at least among the upper 15 percent of their age peers. The term *talent* designates the expression of systematically developed abilities or skills, and knowledge in at least one field of human activity to a degree that places subjects at least among the upper 15 percent of the same age active members of the field(s). [Note: The question of the prevalence of gifted and talented individuals in the population is not relevant to the subject of this article. I discuss elsewhere in depth (Gagné 1993a) the various problems associated with the choice of a particular threshold percentage. I explain my own choice of a threshold of 15 percent (approximately +1 SD) for *basic* giftedness or talent, and propose three other levels within the gifted and talented population: *moderately* (+2 SD), *highly* (+3 SD), and *extremely* (+4 SD). These definitions confirm that both gifts and talents have a common source in the concept of ability, but abilities of a different type or level of development.]

The model (Figure 1) currently proposes five aptitude domains: intellectual, creative, socioaffective, sensorimotor, and "others." These natural abilities, which have a clear genetic substratum, can be observed in every task we are confronted with in everyday life: the intellectual abilities needed to do a crossword puzzle or understand the workings of a new videotape, the creative abilities needed to solve a particular housekeeping problem, the physical abilities involved when doing home maintenance, or the social abilities which one uses in daily interactions with family and friends. Aptitudes or gifts can be observed more easily and directly in young children simply because environmental influences and systematic learning have exerted their moderating influence in a limited way only. But they show themselves even in adulthood through the facility and speed with which men and women acquire new abilities or skills in any given field of human activity; the easier and faster the learning process, the greater the natural abilities or aptitudes. It is these aptitudes which most lay persons (and many specialists in gifted education) call "talent" or "natural talent."

Talents, as defined in my model, emerge from the progressive transformation of these aptitudes into the systematically developed skills characteristic of a particular occupational field. These fields are

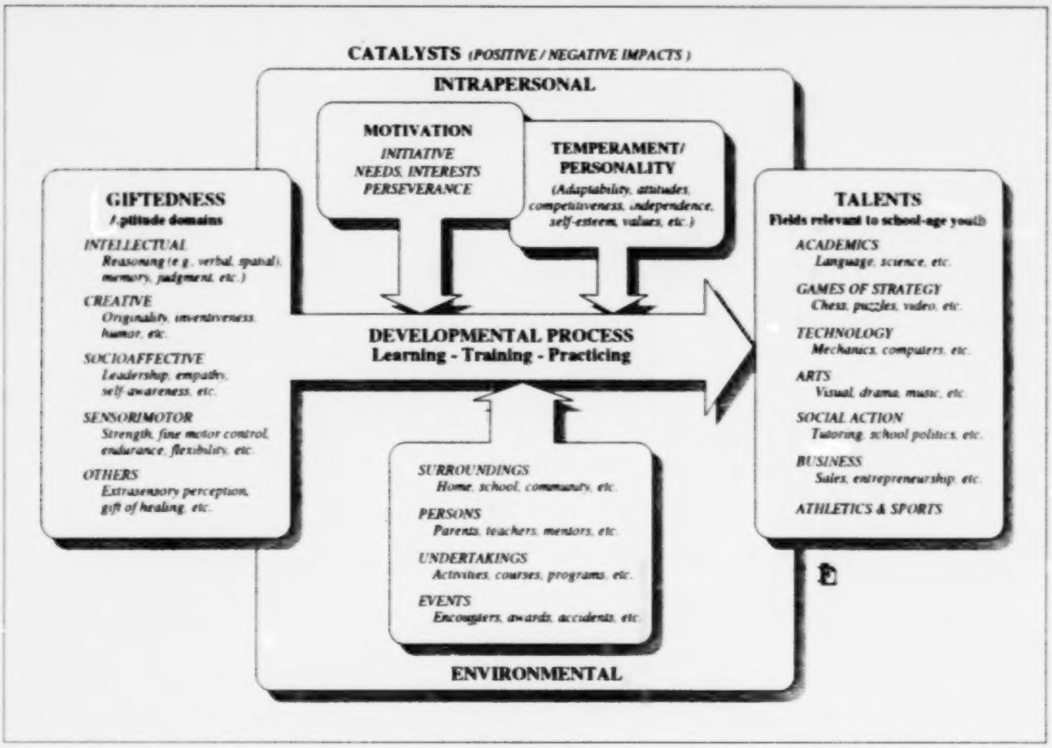
CATALYSTS (POSITIVE / NEGATIVE IMPACTS)
INTRAPERSONAL
MOTIVATION
INITIATIVE
NEEDS, INTERESTS
PERSEVERANCE
TEMPERAMENT/ PERSONALITY
(Adaptability, attitudes, competitiveness, independence, self-esteem, values, etc.)
GIFTEDNESS
Aptitude domains
INTELLECTUAL
Reasoning (e.g., verbal, spatial), memory, judgment, etc.)
CREATIVE
Originality, inventiveness, humor, etc.
SOCIOAFFECTIVE
Leadership, empathy, self-awareness, etc.
SENSORIMOTOR
Strength, fine motor control, endurance, flexibility, etc.
OTHERS
Extrasensory perception, gift of healing, etc.
DEVELOPMENTAL PROCESS
Learning - Training - Practicing
TALENTS
Fields relevant to school-age youth
ACADEMICS
Language, science, etc.
GAMES OF STRATEGY
Chess, puzzles, video, etc.
TECHNOLOGY
Mechanics, computers, etc.
ARTS
Visual, drama, music, etc.
SOCIAL ACTION
Tutoring, school politics, etc.
BUSINESS
Sales, entrepreneurship, etc.
ATHLETICS & SPORTS
SURROUNDINGS
Home, school, community, etc.
PERSONS
Parents, teachers, mentors, etc.
UNDERTAKINGS
Activities, courses, programs, etc.
EVENTS
Encounters, awards, accidents, etc.
ENVIRONMENTAL

Figure 1
Gagné's differentiated model of giftedness and talent

as diverse as writing, science, computing, plumbing, drama, swimming, cooking, gardening, and hundreds of other areas. Figure 1 shows examples of fields of talent typical of school-age children and adolescents.

A given natural ability can express itself in many different ways, depending on the field of activity adopted by the individual. For instance, dexterity can be developed into the particular manual skills of a pianist, those of a sculptor, a surgeon, and so forth. Similarly, intelligence can be developed into the scientific reasoning of a chemist, the game analysis of a chess player, or the strategic planning of a quarterback. In my model, natural abilities or aptitudes act as the "raw material" or the constituent elements of talents.

It follows from this relationship that talent necessarily implies the presence of above average natural abilities. But the reverse is not true; it is possible for gifts or aptitudes *not* to transform themselves into talents, as witnessed by the well-known phenomenon of underachievement among intellectually gifted children. As shown in Figure 1, the transformation of aptitudes into full-fledged talents requires systematic learning, training, and practice, as well as the positive contribution (or the absence of negative contribution) from two types of catalysts: *intrapersonal* ones (motivation, attitudes, temperament, personality traits, etc.) and *environmental* ones (significant persons, events, geographic or social milieux, as well as planned undertakings).

It should now be clear why the first meaning (talent as starting point) of the expression "talent development" is totally unacceptable in the frame of my model, while the second one (talent as end point) is a perfect description of the dynamics of this model. Why is this last interpretation not shared by many scholars who advocate a more extensive use of this expression? I believe there are two major reasons: the ambiguity surrounding the concept of talent, and the political incorrectness of the concept of giftedness. Let us look at each of these explanations.

The Ambiguity Surrounding the Concept of Talent

When concepts lack a clear and agreed upon definition they become open to a plethora of individual viewpoints - such is unfortunately the case in the field of gifted education. This hopeless lack of

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definitional consensus applies not only to the concept of talent, which is here debated, but to many others (e.g., giftedness, differentiation, enrichment, acceleration). Imagine what would happen in medicine if specialists decided to associate a different set of symptoms with a given label, or labeled differently the same set of symptoms! Yet this is exactly what is happening in our field.

Concerning the concept of talent, it shares at the outset all the ambiguities of the term giftedness. Why? Simply because most specialists consider this term to be a synonym of giftedness, as testified by that so common expression"the gifted and talented." A few additional meanings appear when both terms are distinguished. I have analyzed elsewhere (Gagné 1985) many of these attempts at differentiation; each one was sufficiently divergent from the others to preclude the extraction of any common viewpoint.

Is Everyone Talented?

Among the various meanings given to the concept of talent, one recurs frequently, namely that talent is present in everyone in some way or to some degree. For instance, Feldhusen (1992, p. 2) referred to the "process of identifying talent in all children" and noted: "[My] ... conception asserts that all or most children have some specific areas of talent strength or aptitude that should also be addressed" (1992, p. 33). Feldhusen's assertions directly contradict my definition of talent, which affirms its selective nature.

If we were talking about *competence* instead of talent, I would immediately agree that most children and adults become competent in many activity domains. But competence and talent are quite distinct concepts (see Sternberg and Kolligian 1990), even though they are closely related. In fact, the first half of my definition of talent would constitute a very good definition of competence, namely the demonstration of systematically developed skills in a particular occupation, beyond an agreed upon threshold. In the case of competence development, the threshold is defined in such a way that a large majority of those who attempt to learn these particular skills and/or knowledge succeed. By definition, *most* certified mechanics are competent, most teachers are competent, and so forth.

The concept of talent singles out a small percentage among competent persons as exemplary performers in their field. Talent is synonymous with expertise, excellence, outstanding performance; talent is to a minority what competence is to a majority. As defined in my model, talent is a *normative* concept; there are no absolute criteria for talent, only relative ones. Whatever the cutoff point chosen to delimit the gifted or talented zone, be it a more restrictive one (e.g., 3 to 5 percent) or a more liberal one (e.g., the 15 percent mentioned in my definitions), there is no reason to choose a different cutoff score for talent than for giftedness. In other words, the concept of talent is in my view no less selective than the concept of giftedness - both constructs single out the same approximate percentage of high achievers within the population (see Gagné, 1993a).

The Ipsative Viewpoint

There is one particular interpretation of a "talent for all" conception that is sometimes advanced, which corresponds to an *ipsative* viewpoint (Messick 1989). This viewpoint uses *within*-persons comparisons as opposed to the *between*-persons comparisons typical of a normative viewpoint. In the ipsative viewpoint, a particular child's ability profile is analyzed in order to identify his/her personal strengths and weaknesses, with the aim of building that child's competencies around his/her strengths.

While this goal is very worthwhile, labeling it talent development would significantly bias the basic meaning of the concept of talent, namely its normative meaning. In other words, the "personal strengths" of a child should not be called talents if they correspond to average or below average abilities (normatively speaking); they should be called competencies, and their development should be called "competence development." It is imperative, for the sake of terminological clarity, not to confuse these two frames of reference, and since the well-recognized basic meaning of talent is normative, it is the one we should use.

In Defense of the Giftedness Construct

My major objection to the talent development approach is that it has been linked with a rejection of the term "giftedness" and its replacement with the term "talent." As Feldhusen states clearly, "I do believe that the term 'gifted' is an albatross. I believe that we could live without it" (1994, p. 4). Similarly, Renzulli and Reis (1991) assert that "labeling students as 'the gifted' is counterproductive to the education efforts aimed at providing supplementary educational experiences" (p. 34).

Indeed, the justification of the talent development approach by these scholars looks more like an avoidance reaction to the giftedness construct than an approach reaction to the talent construct itself. Let us look more closely at some of their major arguments.

A Variety of Objections

Feldhusen maintains that "identifying and developing talent in all children frees us from the problems of identification of 'the gifted few' and possible underrepresentation of special populations as well as the stigmatizing effects of the gifted label" (1992, p. 1-2). This statement suggests two comments. First the "gifted few" are few only because too many professionals in the field either adopt an overly selective threshold or restrict the meaning of giftedness to a particular form of intellectual giftedness. Concerning the placement of the threshold, I believe that the adoption of a selection cutoff equivalent to the top 2 to 3 percent of the population is unduly restrictive (Gagné 1993a). For instance, Reis and Renzulli (1982) have clearly shown that many children with IQs lower than that threshold (130 or so) can perform as well in an enrichment program. Concerning the association of giftedness with intellectual abilities, I believe that this is a very restrictive definition of the concept of giftedness. In fact, as clearly emphasized in my definition, the giftedness concept encompasses at least four major aptitude domains, and many more subdomains.

As an example, experts in sports psychology (see Régnier, Salmela, and Russell 1993) describe "natural" physical abilities as gifts and aptitudes with a partially genetic origin; similarly, scholars in the psychology of music (see Shuter-Dyson 1982) describe many kinds of natural abilities as musical aptitudes or gifts, again recognizing their partially genetic origin. So it becomes easy to increase the prevalence of giftedness and talent without lowering the threshold, just by expanding the spectrum of abilities covered by these concepts.

Second, as regards to the "stigmatizing effects of the gifted label," Shore, Cornell, Robinson, and Ward (1991) summarized their review of the relevant literature as follows: "There is little support for the assertion of harm to the labeled child, resulting from either isolation or hostility. Families accord labeled children high status, teachers are more likely to respond to other characteristics, and labeled students report positive feelings" (p. 235-236).

Feldhusen also states that "there is no psychological, genetic, or neurological justification for a diagnostic category called 'gifted'," (1992, p. 3). I must again disagree and point out that over 100 years of research in psychology have shown that individual differences in abilities (cognitive, socioaffective, and physical) exist, and that research in population genetics (see Plomin 1989) has shown that these individual differences are substantially explained by differences in the genetic make-up.

How can there be no justification in singling out a subcategory of individuals who occupy the top end of any ability scale, in calling them gifted, and studying their differences from other more average individuals? Are we not doing exactly the same thing when we single out those called "mentally deficient," "physically attractive," "socially maladjusted," "talented in music," and so forth? Why question the existence of the "gifted" as a diagnostic category, but not those other similar categories?

Further on, Feldhusen affirms that giftedness is viewed as a "fixed, unitary trait manifested dichotomously. That is, some youth or people have it, most do not" (1992, p. 3-4). I agree with him that such a misconception - giftedness equated with general intelligence - is shared by a majority of educators, including too many specialists in gifted education. But instead of bowing to that general opinion and modifying their vocabulary, professionals in our field should meet this misconception head-on in their conferences, workshops, and writings. They should stress the more exact view of giftedness as a multifaceted construct.

As for the dichotomous categorization of individuals into "have and have not," it is by no means restricted to the giftedness construct, but tends to manifest itself in most discussions, whatever the subject. Anytime we create a concept delimiting a given subgroup within a population, the new "in-group" will immediately give birth to an "out-group" of those not possessing the defining characteristic(s) of the in-group.

Even if there is a whole continuum of intermediate cases not belonging clearly to either extreme, it is easier to think dichotomously. Because this dichotomization is so ingrained in general language and thought, there is every reason to believe that it would apply as well to the concept of talent; any screening process would undoubtedly separate the "talented few" from a majority of untalented individuals. In fact, Feldhusen appears to endorse such dichotomization when he writes, "In the process of identifying talent in all children, we should also become aware of those who have exceptionally high talent potential" (1992, p. 2). I see no difference between awareness of "those who have exceptionally high talent potential" and identification of "the gifted few." In my model, high talent *potential* is synonymous with "high aptitudes," "high natural abilities," or "giftedness."

Finally, Feldhusen contends that giftedness is a static concept. It is fixed. Talent and talent development are "dynamic concepts in which individual students and their special abilities can grow and develop with nurturance" (1992, p. 4). While I agree that in my model the concept of gifts is more static than that of talent, one referring to something in which genetic make-up makes it *in part* "passively received," and the other to something "actively acquired," the reality represented by the giftedness construct is itself partly static: genes are given by parents as part of the procreation process. That hereditary make-up cannot be changed and it creates limits or ceilings to the development of human abilities (see Plomin and McClearn 1993). So, the static quality of the construct should not give rise to a pejorative judgment in so far as it reflects quite adequately the phenomenon it represents.

But I would bet that if the concept of talent were to replace giftedness in everyday usage, and if it was used to compare those who have talent with those who don't, then the talent construct would soon acquire the perceived static quality of the giftedness concept. And this would be especially the case if the term "talent" referred to "natural talent" - the "raw material" or the "potential" which is molded and developed to produce systematically developed talents.

The Genetic Basis of Giftedness

Using somewhat different arguments, Renzulli and Reis (1991, p. 34, for all citations below) have adopted an attitude toward the giftedness concept which is very similar to Feldhusen's position. Their critique begins with the following statement: "The general approach to the study of gifted persons could easily lead the casual reader to believe that giftedness is an absolute condition that is magically bestowed upon a person in much the same way that nature endows us with blue eyes, red hair, or a dark complexion. This position is not supported by the research." If I understand this statement correctly, this "general approach" leads a casual reader towards a purely hereditarian conception of abilities. Indeed, such an extreme position is undefendable in the light of the most recent scientific knowledge on the genetics of human behavior. But, where is the problem - in the approach or in the reader? If such a conclusion stems from casual reading, then what can one do except advise readers to be more careful?

But a careful reading of Renzulli and Reis's text seems to indicate that the culprit is the approach, meaning that too many scholars in the field endorse that "unscientific" position. In fact, their text implies - it is not stated explicitly - that the opposite of a strong hereditarian position, namely a strong environmentalist one, is what science is endorsing. This can be deduced readily from their recommendation "that our field should shift its emphasis from a traditional concept of 'being gifted' (or not being gifted) to a concern about the *development of gifted behaviors* in those youngsters who have the highest potential for benefiting from special educational services."

It is also apparent in the "dynamic" and "relative" alternative they propose, namely that "varying degrees of gifted behaviors [can] be developed in certain people, at certain times, and under certain circumstances" and that "[giftedness] varies within persons and learning/performance situations." It leaves the impression that "gifted behaviors" are totally situational, that they have limited stability: a specific environment in time and space is *the* causal factor, more so than the individual. Yet Renzulli and Reis seem to contradict this position when they talk about "those youngsters who have the highest potential for benefiting ... " or affirm "not only will we be giving these high potential youngsters ... " and again further, "you don't develop the potential of a budding young concert pianist or composer by providing him or her with ordinary music classes for one or two hours a week."

What exactly is the "potential" Renzulli and Reis are talking about? Do they not recognize that there are individual differences in "potential," that some have more potential than others, and that these differences are enduring? And what causes the individual differences between those who have higher potential than others? Is it strictly the environment in which they were raised? If such is their belief, namely endorsing some form of radical environmentalism, then it is no more defensible than the other extreme they condemn.

The fact is, the most defensible position, from a scientific point of view, is a moderate one, in which both genetic and environmental components contribute fairly equally in explaining the observed individual differences in general intellectual ability, as well as other cognitive or non-cognitive abilities (Plomin and McClearn 1993). Non-casual readers of the scientific literature in population genetics are well aware of this position, and of its applicability not only to cognitive abilities but to personality characteristics as well (Neubauer and Neubauer 1990). In fact, the evidence is so overwhelming that Plomin, one of the foremost scholars in that field, concluded a recent overview of the evidence as follows: "The first message of behavioral genetic research is that genetic influence on individual differences in behavioral development is usually significant and often substantial. Genetic influence is so ubiquitous and pervasive in behavior that a shift in emphasis is warranted: Ask not what is heritable, ask what is not heritable" (1989, p. 108).

When Renzulli and Reis state that "many people have been led to believe that certain individuals have been endowed with a golden chromosome that makes him or her 'a gifted person'," and judge such a view to be a serious "misuse of the giftedness concept," I would counter that such a belief is in no way at odds with current scientific knowledge, it is just overly simplified. Consequently, I do not hesitate to place myself among the many "non-casual" readers of the relevant literature who are convinced that genes play an active role in producing individual differences in terms of intellectual abilities, that indeed some persons are better endowed genetically than others, that there is nothing that one can do about this "injustice," and that this endowment is probably pleurogenic (more than one gene is involved) so the effect is not dichotomous, but produces a whole continuum of differences, in the same way that tallness and weight are not dichotomously distributed, even though both are highly heritable.

Recognizing the role of genes in human behavior is quite different from espousing an "absolute" or "static" view (either being gifted or not gifted). As we have seen above, a continuum of intensities or levels is totally congruent with situations of significant heritability, as long as more than one gene is involved, and the moderate position leaves ample room - within limits imposed by the genetic endowment - for environmental influences during the individual's development. It is not politically correct to recognize the existence of differential aptitudes anchored in the biological endowment, but modified to some degree by the environment in which children are raised. Strict egalitarianism must negate any form of injustice that is unrepairable, especially the basic unfairness of nature in the way it bestows "gifts" to individuals. Why can't we all accept the fact that this unfairness does not manifest itself only in the appearance of rare diseases, but affects all human characteristics: abilities, proclivities, temperament, etc.? Any parent who has at least two children is convinced of it! (We should keep in mind that the term "giftedness" was created centuries ago to express that common sense conviction shared by a large majority of people.)

In short, I believe that the giftedness construct is most useful in describing the natural abilities from which spring the talents that some youth will develop. I feel consequently very comfortable with the expression "education of the gifted," because it adequately translates one of the essential characteristics of our target population, namely their natural abilities in one or more domain, confirmed by the facility and speed with which they learn and progress in those particular ability domains.

Talent Development as a Goal

It is very unfortunate that the talent development approach is the by-product of an attempt to get rid of the concept of giftedness, the more so because it does not even lead to a clarification of its key concept. These are reasons enough for me to hesitate in endorsing the talent development approach *as currently presented*. Yet if the concept of talent was defined as the end product of a learning/training process, while giftedness would designate the raw material or "potential" which is transformed, refined, and perfected through this learning process, then the expression would coincide perfectly with my views on the major goal of our interventions with these youngsters who demonstrate above average aptitudes and/or precocious achievements in any field of talent.

What are these views? In a nutshell, a focus on talent development means that the identification process aims to point out not only youths who show superior natural abilities but who also manifest aptitudes for a particular occupational domain. Concerning those who have already chosen their field of talent, it means that the special curriculum aims at helping them develop these special skills to their fullest, particularly by being attentive to their more rapid rate of learning. Concerning those who have not yet identified a domain in which to apply their natural abilities, it means helping them explore the spectrum of human occupations while they concurrently examine more closely their interests, needs, and values.

Two other comments must be made. First, this choice of goal represents nothing else but the application to a special population of one of the major goals of general education: assuring that all children develop the competencies that will prepare them to become productive and well-adapted citizens. In other words, talent development is to gifted education what competence development is to general education.

Second, giving more emphasis to talent development should not mean that it becomes the only goal. There is ample room in a gifted child's schedule for the pursuit of other important parallel goals, such as cultural enrichment or personal development.

My interest in the concept of talent development ensues from the fact that, among other things, it ties together a series of desirable changes I have in mind regarding the practices of educators in the field. Among them, I would like early screening to include the assessment of specific aptitudes and emerging talents outside the school curriculum. As an example, our research team has developed peer and teacher nomination forms which seek those who excel in a variety of domains: the scientist, the handyman, the programmer, the artist, the musician, the leader, the confidant, the salesperson, the gymnast, and so forth (Gagné, Bégin, and Talbot 1993).

Second, a focus on talent development should foster more frequent measurement of specific aptitudes, directly related to the talent being addressed; I am opposed to the omnipresence of IQ measures, especially when they have little relevance to the skills to be developed.

Third, a talent development frame of mind should induce educators to sensitize youngsters to potential fields of talent earlier and more intensively. It must be recognized that it is often through such exploratory activities that children discover their attraction to a particular field of talent. And interest is undoubtedly a powerful catalyst of talent, though too often given lip service in the planning of enrichment activities.

Fourth, a focus on talent development should generate more programs targeted at specific talent development, like special high schools for science, arts, music, athletics, and so forth.

Fifth, that focus should bring about a decrease in enrichment activities exclusively oriented toward the development of natural abilities. Enrichment, especially at the elementary level, too often amounts to just a few minutes a day of creative problem-solving exercises or other similar forms of mind-stretching activities. I do not mean that natural abilities should not be developed and trained; I mean that this should not be the major form of enrichment offered youngsters with exceptional abilities. Research has shown that such "pure" training, without any direct application to a practical field or subject matter, does not transfer well to other domains of knowledge (Glaser 1984). Stanley (1977) pointed out this problem by labeling the enrichment offered in too many classrooms as "busy work" or "irrelevant academic enrichment." He strongly promoted "relevant academic enrichment" and some "cultural" enrichment, coupled with appropriate accelerative enrichment. In my view, the SMPY program developed by Stanley and his colleagues at Johns Hopkins University is an excellent prototype of an enrichment program that puts into practice my conception of talent development.

Finally, we should bring together all educators concerned with talent development, whatever their field. Presently, the gifted education movement is almost exclusively composed of educators whose goal is to develop the *academic* talents of *intellectually* gifted children. Sometimes, other forms of talent development are even frowned upon as less valuable. How much more powerful would be a movement that would bring together all those who are dedicated to talent development, not only in academics but also in athletics and sports, technology, the arts, agriculture, and so forth. How much more enriching it would be for all concerned to compare their goals and practices. Then, the concepts of giftedness and talent would achieve their whole multifaceted meanings.

Conclusion

Beyond the discussion of the idea of talent development, this text has allowed me to address a subject of much concern, namely the terminological laxity which afflicts our field. While being a serious problem in itself, this laxity points to a more fundamental problem: the lack of conceptual agreement among specialists in the field regarding some of the most crucial concepts we are dealing with. I have in mind particularly the meaning of the concepts ability, aptitude, potential, and talent, as well as the origin of these abilities - what is commonly called the nature-nurture debate. I believe that our divergent viewpoints on this subject, as well as the fact that they are not explicitly stated often enough in the writings of scholars in the field, are among the major obstacles to the emergence of a common vocabulary and its associated meanings. Any effort at terminological consensus should first address the nature-nurture debate and present an explicit position on this question. From that position should follow clear proposals concerning the appropriate way to define the concepts of giftedness and talent. Such an agreement is essential if we want to progress conceptually, proceeding in new directions from a solid base of agreed-upon theoretical positions.

And we have no choice but to seek some agreement regarding these concepts, because both the key concepts of giftedness and talent are here to stay. Indeed, the terms "giftedness" and "gifted education" are both so anchored in popular language, as well as in the everyday language of professionals, that any hope of substituting for them any other concept, even that of talent, is, in my view, utopic. I cannot imagine educators in our field changing the label from "gifted education" to "talented education!" Consequently, it becomes essential to define these concepts appropriately, and to make vigorous efforts to rally a large majority of professionals in the field around such definitions.

I hope that this call for a concerted effort towards the preparation of a conceptual and theoretical basis for our field will be heard by those who have the power to implement it.

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(SEAY, from pg. 4)

Our children deserve the least restrictive environment to develop their own individuality. As with Special Education students who need to take a step forward to achieve more and better learning, so do gifted students need to take the step forward from the regular classroom to their mental peer group. It is a core truth that the handicapped child and the gifted child need to be in an environment where they each benefit from their classmates. It is imperative that America cultivate our nation's resource of intellectual potential and gain a reservoir of intellectual talent. It is imperative that we write to our Congressmen, Senators and state legislators and exhort them to do so.

It is with a heavy heart that I sign my last column to you. I have never enjoyed so fulfilling a job as the representation of you and of the 285,000 gifted children in Texas. God speed.

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TERREL BELL, FORMER U.S. SECRETARY OF EDUCATION, DIES

Terrel H. Bell, member of NAGC's National Advisory Board, died in June. He was the nation's education secretary during the Reagan Administration and oversaw the blue-ribbon panel that examined the state of public education in the United States. The result of the panel's work was the 1983 national report, *A Nation at Risk*. After leaving the Cabinet, Mr. Bell published the book, *How to Shape Up Our Nation's Schools*.

THERE AND BACK AGAIN: SEARCHING THE PAST FOR FUTURE ANSWERS

Michael W. Cannon
El Paso, TX

With the 21st century upon us, educators are often reminded to look to the future. We need to look ahead, not just to some general future of education or some particular program, but to the future of the students we teach. It is our job to prepare them not only to survive and prosper in the next century, but to contribute, to create, to make their world a place in which all may achieve a greater degree of humanity. In our computer-cluttered, web-site-studded milieu, it is important to remember that it is the study of the humanities - of those things that make us human - that makes any advanced society possible.

In far west Texas there is a humanities-based program that strives to prepare students for the future. The El Paso Independent School District's Humanities program was recently recognized by the National Association for Gifted Children in a report, *Gifted Programming Today: A National Sample*, as one of two exemplary gifted programs in the state of Texas (National Association for Gifted Children, 1995). It is an interactive, project-oriented curriculum built around universal themes, which integrates the study of literature, writing, history, and fine arts in a three-period block.

In 1983, a group of 12 teachers was given the task of creating a seventh grade humanities curriculum over the course of the summer. It was very successful. Middle-school grades 6 and 8 followed the next year. Teachers have continued to be involved in all stages of curriculum planning, review, and revision as other grade levels have been added. Four years ago, the G/T program in grades 4 and 5 was redesigned to follow the Humanities plan. Humanities is now offered at all 13 middle schools with approximately 900 students participating district-wide and another 400 fourth and fifth graders involved at elementary magnet sites.

In addition to an integrated/interdisciplinary approach to teaching history, literature, and writing, a strong thematic core that is developed during the middle-school program. In sixth grade, every novel is closely integrated with the study of world history; all the group and independent research activities reflect this integration. For example, in studying wars and revolutions, students read *The Wild Children*, research and report on different revolutions and evaluate their impact on people of the time. In seventh grade, historical novels are still used, but students are directed to focus on the events and characters of the story (such as *Johnny Tremain*) and then to look for similar situations in the events of Texas history. The thematic structure is brought more to the student's attention with other novels that share the same themes. In eighth grade, half the novels (including *April Morning* and *Gone With the Wind*) are integrated with the study of American history, but others (*Once and Future King*, *Murder on the Orient Express*, and stories by O. Henry) seek to expose students to a wider variety of genres while remaining focused on the general and specific themes. Some of these themes are establishing identity, coming of age, conflicting loyalties, and expanding horizons.

Initially, the fine arts were included only sporadically, chiefly in the form of student projects. Teachers soon realized the vital part played by the visual and performing arts in all eras of history studied, and a more systematic inclusion of fine arts was developed. In eighth grade, an art awareness program using color slides, "Art in America," was developed to make students aware of the growth of art in the United States and how it reflected American values as well as art movements in Europe and elsewhere (Cannon & Schwartz, 1992). Another art-based component, "Rembrandt and the Writing Process," was added, using extensive art print collections for each grade with detailed activities and writing prompts for individual prints as a way to make students look closely at art works while creating a focused written response. A series of discipline-based art lessons using large-sized prints that relate to the history, literature, and themes of each six-weeks period, has recently been developed.

Music also is an important strand in the program. While some traditional folk songs and other popular music were incorporated in the original Humanities program, more classical music, opera and ballet are now used (Cannon, 1992). For example, sixth graders learned about the Industrial Revolution using the opera *La Bohème* as a focus.

Opera, the music focus in the middle school, is introduced in grades 4 and 5 with ballets that interpret fairy tales. Grade 5 students also see a series of videos, *Who's Afraid of Opera?* (Kroll, 1972). The middle-school segment approaches opera in two ways. First, there is one opera for each grade level that relates to a historical period or event studied at that level. In grade 7, students watch and discuss Puccini's *La Fanciulla del West (The Girl of the Golden West)* as they study the settlement of the West and read *Shane*. In eighth grade, they view *Madama Butterfly* and connect the story with the American opening of Japan and differing cultural values.

The second approach to opera was developed by Howard Will, formerly with The Great Books Foundation. His technique was to choose a musical work that was inspired by or related to a piece of literature. In our program, students read the myth of Orpheus then watch Monteverdi's *L'Orfeo.* After reading the Norse legend of Siegfried, they watch Wagner's opera of that name and compare interpretations. The fine arts segment has gone a long way in enabling students to have a more complete picture of the human experience.

An outgrowth of the Humanities program is the Cultural Arts Academy. This is a summer G/T program developed in collaboration with the El Paso ISD Fine Arts department and is open to any middle-school student enrolled in Humanities and/or a fine arts class. Students spend a month in the summer immersed in the Renaissance, learning art, music, and drama techniques of the period as they create original works and perform authentic pieces. A complete description of this program can be found in the Fall 1995 *Tempo* under the title, "Raiders of the Renaissance: Traveling Through Time to Develop Student Talents."

Just as the human condition continues to evolve and change, so does the Humanities program and there is always something new on the horizon. Future possibilities abound, but two ideas seem to hold the potential to increase the student's awareness and understanding of civilization and society.

First is the incorporation of a structured study of philosophy. In the sixth grade curriculum, certain philosophers are mentioned and students recreate Plato's *Symposium,* complete with food and drink, but an organized approach for other grades has been lacking. Logic, ethics, metaphysics, and political philosophy are all topics that can be fruitfully explored by able middle-school students.

Second, a close collaboration with the El Paso Museum of Art would enrich the fine arts component. The museum, with its Kress Collection of medieval, renaissance and baroque art, as well as an extensive collection of American artists and Mexican colonial art, could play an important role in a school-museum collaborative. Students would have the opportunity to study actual works of art in the museum and not have to rely on reproductions.

And so, in the end, what do we hope to accomplish with all this? What do we want our students to experience and learn? At the very least, they should understand where humanity has been, what has been created, and what possibilities are still to be explored. A foundation in the humanities will be a sure guide as the students begin their own journey there and back again.

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CALL FOR BOOK AND PRODUCT REVIEWERS

Tempo receives and solicits new books and products on gifted education. We are currently looking for a group of qualified and interested individuals to become *Tempo* reviewers for these materials. We send reviewers the book or product and then they have about a month to read and review the material. The reviewer then writes a short review (300-700 words) and submits it to the *Tempo* editorial offices; the book or product is the reviewer's to keep. The review should describe the book or material, its appropriateness for gifted and talented learners, and point out any limitations or weaknesses.

Individuals interested in becoming book or product reviewers should send a cover letter and brief vita to the TAGT *Tempo* office; you may also call or write for more information. Send correspondence to: *Tempo*, Michael Sayler, Editor, P.O. Box 13857, University of North Texas, Denton, TX 76203-6857, 817/565-4699.

OPEN THE DOOR TO MULTIPLE INTELLIGENCES

Carol Bedard
Horseshoe Bay, TX

"The pencil sharpener is broken again," panicked Sue. "Get Zachary," the class replied matter of factly. Everyone knew that Zachary fixed broken staplers, broken hole punchers, broken binders - broken anything. Zachary could even fix a clock with 20 moving parts, but he despaired when he had to write a five-sentence paragraph.

"And the winner for Best Actress is ... " I didn't have to say the name because the entire class yelled, "Eileen!" Eileen didn't just speak her lines; she lived them. Her entire body moved to emphasize a word. Her voice reflections haunted your inner soul, and her gestures heralded a gaggle of goose bumps. "I didn't get my Oscar invitation in yesterday's mail, Eileen," I often teased.

But I know someday I will. In fact, one day I will receive invitations not only to the Oscars, but to the Olympics, the Grammy Awards, a Nobel Prize ceremony, an Apollo 28 blast off, and many other award winning events. The invitations will come from the unique students that I have taught in heterogeneous classrooms: the gifted and talented, the emotionally disturbed, the on-grade level, and the learning disabled.

Last year, on the first day of school, I sat back and observed the pupils jockeying for their role in the classroom. I envisioned the end of the year autograph signing party. The gifted students would scribe, "The year was notable. Every group project was phenomenal." The learning disabled would scribble, "Best year ever. I didn't do anything all year. Sue did it all."

In a heterogeneous classroom, I have had several fears. One was that the gifted students would dominate the learning situation, do all the work and either reap the rewards of success or feel put upon by the teachers and the students. Equally troublesome was the fear that the on-grade level and special population students would assume a laissez-faire attitude toward the cooperative work done with the gifted students or develop feelings of inadequacy. I knew I would have to put Howard Gardner's Multiple Intelligences (MI) theory (Gardner, 1993) to work so that all my pupils could write at the autograph party, "My year surpassed my expectations. I learned so much about myself. My classmates and I are all capable."

Only with an understanding of their place in the world can children reach the enormous potential each of them holds. As Marge Kennedy wrote in the October 1994 issue of *Good Housekeeping* magazine, "All children are smart, and the job of teachers and parents is to help kids find the style of learning that lets their unique natural intelligence shine through" (p. 222).

Making students aware of the seven multiple intelligences offers them insight into their special abilities. Metacognitively, learning styles make sense to gifted students. Consequently, their learning potential heightens. Gardner's Multiple Intelligence theory identifies seven distinct intelligences: verbal/linguistic (word smart); logical/mathematical (logic smart); visual/spatial (picture smart); body/kinesthetic (body smart); musical/rhythmic (music smart); interpersonal (people smart); and intrapersonal (self-smart).

According to Gardner, the purpose of school should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligences. People who are helped to do so feel more engaged and competent, and therefore more inclined to serve the society in a constructive way.

Utilizing the theory in the classroom requires rethinking and reorganizing activities, but it does not require curriculum changes. Beginning with the goal of incorporating the seven distinct intelligences into the novel units that the class would be studying, I collected, designed, and organized activities which enhanced the novel, *Sarah, Plain and Tall* (Figure 1). The students chose the activity they wanted to pursue without any knowledge of the seven multiple intelligences. After the activities were complete, a debriefing session was conducted: Who was happy with their project? Explain why you liked doing your project. Who would choose a similar type of project again? Who would change to a different type of project?

This discussion led to a mini-lesson on multiple intelligences. During the lesson, definitions and examples of each type of intelligence were given. The completed *Sarah, Plain and Tall* projects were categorized into the seven types of intelligences.

Intelligences	**Sarah, Plain and Tall**	**Wizard of Oz**
Interpersonal	• Plan a wedding celebration party to include refreshments, activities, or entertainment	• Direct group sessions • Settle group disputes • Cast actors • Select narrators • Direct rehearsals
Logical-Mathematical	• Present cause/effect chart of Sarah's problems • Collect and display a shell collection.	• Analyze plot, characters, and setting in original scene.
Intrapersonal	• Keep a daily journal of your activities and Sarah's activities - Reflect on them.	• Create characters using analysis from Logical-Mathematical
Visual-Spatial	• Draw pictures of Sarah and Papa • Design and make a quilt.	• Design set and costumes.
Verbal-Linguistic	• Rewrite the last chapter of the book. Be sure to create a new ending. • Read original scene. • Narrate play	• Write a script
Body-Kinesthetic	• Build a replica of the prairie barn. • Act out a scene from the book	• Build set.
Musical-Rhythmic	• Create a collection of prairie songs.	• Create songs for the play • Provide sound effects.

Figure 1.
Sample activities based on multiple intelligences for the novels *Sarah, Plain and Tall* and *Wizard of Oz*.

Over the next several days, as the students proceeded with their daily learning routine, they were asked to think about what activities they felt comfortable doing and to jot them down in their school notebook along with personal responses.

Students eagerly shared their responses: "I loved and hated at the same time listening to the story *Mick Harte Was Here*, because I remembered how sad I felt when my dog died;" "I loved the crossword puzzle we did in math because you had to figure out the answers by solving word problems;" and "I loved writing the advertisement for a new dad. I want my new dad to have short hair. He has to know how to fly kites."

Again, we discussed the seven multiple intelligences and categorized their responses. We ended this discussion by introducing an enrichment activity based on the *Wizard of Oz* (Figure 1) that was going to embellish their study of the novel. The students were asked to select a scene from the *Wizard of Oz* and analyze the plot, characters, and setting. Using the analysis, they identified modern day problems, settings, and characters that had similar characteristics. Then, they were to write and produce a modern day version of the scene. After the task was set forth, I displayed a multiple intelligence chart that outlined the activities that each "intelligence group" was to perform (Figure 1). Excitement ran wild.

"Zachary has to build the set," one student exclaimed. "Arlette is such a great artist. She has to design the costumes. Remember her mysterious lady costume?" Russell added excitedly. After much discussion, each student signed up for a group. Interestingly, the students did not try to pair up with their best friend. The class was subdivided into two groups of 11 each so two scenes could be performed. Over the next three weeks, the students were given one hour per day to work on the project.

On days that a group was not scheduled, the students in that group worked on other assignments. All students had a part in the play. Students acted, narrated, produced the sound effects, sang, and changed the scenery. The two rehearsal days were nothing short of chaos, but come Day 13, "The Show Must Go On!" was the battle cry, and it did. The plays were presented at the culminating *Wizard of Oz* unit study party. A scene from the book was read, and then the modern day version was performed. One group also presented their play at the end of the year parent meeting for gifted and talented students.

The novel units which incorporated the seven multiple intelligences met their goal of making students aware of their intellectual strengths. The activities provided an opportunity for students to

(See BEDARD, pg. 19)

MAGNET PROGRAMS FOR GIFTED GIRLS: A PARENT'S PERSPECTIVE

Ava Welge and Beth Fouse
Longview, TX

An increasing number of studies have been conducted in recent years on at-risk gifted students. One such population is that of intellectually gifted girls. Studies have demonstrated that gifted girls and boys start out life in equal numbers and remain equal for about the first decade of life, but at middle or junior high school, the number of gifted girls participating in programs decline (Silverman, 1986). This time period has proven to be the most vulnerable for gifted girls (Bell, 1989; Buescher, 1991; Kerr, 1991). At that age, achievement scores, grades, and aspirations begin to drop, especially in math and science.

A recent study revealed an alarming loss in self-confidence and achievement as girls move from childhood to adolescence (AAUW Educational Foundation, 1992). Some argue that social pressure to conform in order to be accepted by the desired peer group causes this change in behavior (Silverman, 1993). Whatever the cause, this trend is alarming. Our country is losing a very needed resource: gifted girls who are able to contribute to society in significant ways.

The first author's daughter, Kirsten, identified as highly gifted in kindergarten, has been an exception to this trend of the "disappearing gifted girl." She has attended the Foster Middle School Magnet Program in Longview Independent School District since the sixth grade. Now in eighth grade, she is performing at a higher academic level than in elementary school (including math and science). She has developed very high academic and career goals, which will require a doctorate in one or more scientific domains. Her father and I credit her success to this superior magnet school program developed for academically gifted middle-school students.

Kirsten's emerging academic success and goal development evolved gradually. Although attending the Foster Middle School Magnet Program was very much her idea, she began sixth grade unsure of whether she could live up to the demands of the program. She was actually a little frightened. Her teachers were selected by the district for their excellence in teaching and their desire to work with gifted students and because they had extensive training in working with gifted students.

In order to be accepted into the Foster Middle School Magnet Program, which is really a school-within-a-school, students must meet eligibility requirements in four out of five areas. These criteria include minimum scores at the 90th percentile level on a group ability test and a nationally standardized achievement test, high scores on the Hawthorne Gifted Evaluation Scale and a creative writing sample produced by the student.

The program places an emphasis on acceleration (entering sixth grade students are placed in seventh grade textbooks), use of an integrated curriculum between the disciplines, and the development of critical thinking skills. Programs which enrich and enhance gifted students in the Foster Middle School Magnet Program include a creative problem-solving competition, a competitive math-science team, participation in the Region VII Education Service Center's Model United Nations Program, an SAT competition, a stock market competition, early foreign language and algebra instruction for high school credit, special field trips, and major research projects. Magnet program teachers are given a group planning period to design and implement these special activities in addition to a regular grading and conference period.

Kirsten's teachers worked very hard to make her adjustment to middle school a successful one. When it was discovered that she had a processing speed disability, these dedicated teachers allowed her to come before and after school to complete classwork and written tests. They also accepted papers typed on the word processor instead of handwritten homework. With the help of these specially-trained teachers, Kirsten's giftedness began to blossom.

With the encouragement of a couple of her sixth grade teachers, Kirsten entered a poem, " The Last Voyage of Arthur," in the school Dragon Faire, a medieval festival. She won first place in poetry, one of numerous competitions in the Dragon Faire. The college instructor judging the competition was extremely impressed with this poem and furnished written comments to Kirsten and her teachers on the maturity of her writing. This success spurred Kirsten to attempt additional endeavors. She joined the school's Math-Science Team, the only one offered for middle-school students in Longview I.S.D. For a student whose strength was not in math, this was quite a leap of faith. When she brought home the first place trophy in science at her first area competition, she was hooked. She went on to win the State Science Competition in seventh grade along with numerous regional awards.

These successes might never have occurred in a regular middle school. The Foster Middle School Magnet Program encourages girls to compete with boys in math and science competitions. These students have more advanced assignments than peers on other campuses. Magnet school students burn the midnight oil and spend time in the library on evenings and weekends to create research papers, do interviews, and photograph landmarks in order to produce finished products normally considered above the level of most middle-school students.

Everyone is required to do this level of work, not just one or two gifted students in the classroom. Consequently, this demanding program has paid off for Kirsten with excellent grades and more proficient writing. According to her teachers, Kirsten can do library research and critical thinking better than most college students.

This grouping with other gifted students enabled Kirsten to thrive by forming close friendships with other gifted girls. Research shows gifted girls can weather the storm of the middle-school years with support of others like themselves who can share "common school experiences and similar interests of similar levels in dealing with the teasing and disapproval of the boys" (Casserly, 1979, p. 356). By grouping gifted students together in this magnet program, Kirsten, as well as other students, can socialize with and form close bonds with intellectual peers.

Perhaps the most exciting event has been Kirsten's participation in the Duke Talent Search Competition, in which high-performing seventh grade students from a 16-state region take either an SAT or ACT examination. When Kirsten qualified for the Grand National Ceremony at Duke University in Verbal and the State Ceremony in Math, we knew the Foster Middle School Magnet Program had been a major contributing factor in her achievements. Although Kirsten was the only Grand National recipient from Longview ISD, 10 of the 12 students receiving state recognition also came from the Foster Middle School Magnet Program.

Full appreciation for this magnet program was spotlighted when we attended a seminar for Grand National recipients and their parents. We heard outstanding speakers, including Stephanie Tolan, the renowned author and mother of a highly gifted son.

Ms. Tolan likened highly gifted students to "cheetahs in a land of lions." Like cheetahs with non-retractable claws and phenomenal speed in a land of less energetic lions, gifted students are different from their agemates. Tolan stressed the need to nurture and develop gifted children by carefully assisting them in planning for the future.

The uniqueness of Longview's program was evident when we visited with other highly gifted students' parents. Most of their children were not in special magnet school programs; instead, their gifted placements occurred in half-day pullout programs once a week, or in no programs at all. Some students' needs were supposed to be met in inclusive environments by regular classroom teachers with minimal training in working with gifted students.

The stories related by these parents were often nightmarish - severe underachievement, poor grades, worse study habits, teasing by non-gifted students (and sometimes even teachers), low self-esteem, and the tendency for masking of their giftedness to fit in with the crowd. As we shared our child's program, my husband and I began to appreciate how fortunate our daughter was to be grouped with 48 other gifted classmates. Kirsten does not think she is noticeably different from her classmates. She has not had to "dumb down" to be accepted by her peers. Instead, she has blossomed into a high achieving young woman with a positive self-esteem and high aspirations for the future.

We heartily thank our school district for the extra effort and foresight to develop a model program for gifted students. We hope this magnet program serves as a model for other school districts in Texas and the nation. Because of the availability of this program, Kirsten has taken the "path less traveled" and it is making all the difference.

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(Ava Welge and her husband, Jack, are parents of two highly gifted students. She is currently Director of Learning Foundations, an individualized testing and tutoring center, and author of Study for Success.

Beth Fouse ,Ph. D., is certified in special education and gifted education, she has experience as a general education and special education classroom teacher. She has been a teacher, a special education director, and a regional education service center consultant. She is an Associate Professor in Special Education and Gifted Education at The University of Texas at Tyler.)

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(BEDARD, from pg. 16)

showcase their unique talents. Because the students felt comfortable with their tasks and felt responsible for their part, high-level work was produced. Their appreciation for different types of talents skyrocketed. I found my gifted students risked the fear of failure and ventured out of their comfort zone to try different types of activities. The on-grade level and special population students gained self-confidence. One student noticed, "It's hard to believe that my best friend can't spell, but he sure can make up crazy songs and sounds!"

The world is a tossed salad. Teamwork and appreciation for diversity is demanded in the workplace. Used appropriately, Gardner's MI Theory can open a student's door to success.

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(Carol Werthmann Bedard is a teacher, wife, and a mother to three active boys. She has taught special education and language arts classes and is currently a fourth grade gifted and talented teacher in Marble Falls, TX.)

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PUBLIC INPUT SOUGHT ON TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

AUSTIN - Texas Commissioner of Education Mike Moses invites members of the public to review and comment on the draft of the proposed new state education curriculum. The Texas Essential Knowledge and Skills (TEKS), is being developed in response to legislation passed in May 1995 as part of Senate Bill 1. TEKS represents the first major change in curriculum standards since the essential elements were put in place in school year 1984-85. In March 1995, Mr. Moses appointed writing teams to develop TEKS. These teams, totaling nearly 400 teachers, parents, business representatives and community members, have worked for the past several months to develop basic understandings, knowledge and skills, and performance descriptions in each subject area. In developing TEKS, the teams received information from more than 25,000 Texans on the skills young people need in the world outside of school. TEKS content areas available for review are:

- agriculture
- science
- technology
- business education
- English language arts and reading
- fine arts
- health and physical education
- health science technology
- home economics education
- industrial technology
- languages other than English
- marketing education
- mathematics
- science
- social studies
- technology applications
- trade and industrial education.

Persons interested in reviewing the proposed TEKS should contact their regional education service center or local school district for further information. The review period ends Oct. 31, 1996. The State Board of Education will consider the proposed TEKS this fall, with final adoption expected in April 1997.

HOME SCHOOLING GIFTED CHILDREN: THE ULTIMATE PULLOUT PROGRAM

Brooke Randal
Austin, TX

Discussions of gifted education frequently tout the pros and cons of grade-skipping, enrichment, acceleration in the classroom, and other options. Another choice - home schooling - is rarely mentioned.

Home schooling has long been associated with fundamentalist Christian families. It is now a rapidly growing movement that encompasses families who choose this option for a variety of reasons, many of them academic. Estimates of home schooled children in the United States run as high as 1 million, according to H.O.P.E. For Texas, a non-profit organization which promotes home schooling. There are support groups for home schoolers in every state.

Texas has a particularly rich home school tradition because of our rural beginnings. In 1994, the Texas Supreme Court handed down a unanimous decision confirming parents' rights to home school their own children [Texas Education Agency et. al. vs. Leeper et. al. (No. D. 2022)]. The Court reviewed the history of home schooling in Texas, noting that at the beginning of this century "no more than 10 percent of school-age children attended public schools ... and as there were few private and parochial schools in the state, many children were taught at home." The Court emphasized that the compulsory attendance law of 1915 was never intended to restrict home schooling

For a gifted child, home schooling can offer particular advantages. There is no problem with identification; parents are usually very aware of their own child's talents and strengths. They are also very aware of their own child's interests, temperament, and style, and can easily customize an individual learning approach.

All of us learn more effectively when studying a topic we care about deeply. Children are naturally passionate about their interests. They learn much more avidly if allowed to pick up academic skills as a natural by-product of learning about whatever is important to them at the moment. It does not matter if the current interest is space, sports, dinosaurs, or horses. The child can use the interest as a vehicle for reading, 'riting, 'rithmatic, and - my candidate for a fourth R - research.

I personally spent four *years* helping a train-besotted preschooler research every book in our library system having anything to do with trains. Along the way, he learned to read (but only books about trains), and picked up a lot of science, history, and geography. He even picked up some math, building train-tracks and train-stations out of math manipulatives. There is no way he would have learned as much, and in such a natural way, if he had been with a teacher who had to address the interests of a room full of children. No matter how talented and dedicated the teacher is, she or he has to deal with 25 or 30 children, plus administrative demands. She or he cannot possibly do as much for each individual child as a parent can do. And the parent can do it in a small fraction of the time needed in a typical school day, because it is so individualized. The child never has to spend time waiting for slower learners to catch up, never has to practice skills which are already mastered, and never has to sit quietly and pretend to be attentive after completely tuning out the classroom.

My train enthusiast is now a mathematically gifted 9-year-old, whose latest passion is computers. We started off his math instruction with a "game-based curriculum." That means we spent many evenings playing card, dice, computer, and board games that required math. We had success more when the math was a natural part of the game, like Monopoly, than when the games had the obvious intention to teach. I got many good ideas for made-up games out of *Games for Math* (Kaye, 1988). We also used books of puzzles and brain-teasers from the library.

Although we do not use a formal curriculum, we have used *The Core Knowledge Series* (Hirsch, 1991). This is a series of six books entitled *What Your* (1st through 6th) *Grader Should Know*. Each book includes language arts, geography & civilization, fine arts, mathematics, and natural science. They are available in paperback at most large bookstores, and are completely self-contained. We take one with us when we go on long vacations. I write the math problems on individual Post-it Notes for my son to work however he likes. The rest of the book, I just casually read to him before bed and at odd times, like waiting in airports. It only takes about a month to finish the book this way. It forces us both to learn about things that might not come up if we exclusively followed our interests. The series makes me feel confident that we are not leaving any huge gaps in his knowledge. I also tend to seek out library books and activities that supplement whatever we have been reading about in the series.

We have made several unsuccessful attempts at a structured approach to math. I picked out one math textbook published by Saxon Math which is very popular among homeschoolers. My first impression was positive; the books had clear, thorough explanations, and emphasized constant repetition and review. The company provided a placement test, and books that could be ordered with unit tests for administration at home. It was a high quality program. Unfortunately, my son *loathed* it! It was clear that he could do the work and was above grade level. But even when I let him do the tests first and skip the chapters if he did well, it was much too repetitive and tedious for him.

We are currently approaching math through multimedia. We still play games, especially on the computer. But we also have had good success with videos. Some of them we have recorded from our local public television station. In addition to *3-2-1 Contact*, there are several worthwhile math series broadcast in the middle of the night for schools to record and use during regular hours. Information can be obtained from the educational offices of local PBS stations.

We also have bought complete math courses on video. The Teaching Company (1/800/832-2412) has an excellent one called *Basic Math* which covers everything from advanced arithmetic through pre-algebra in 30 lessons. We simply watch them together, pausing the tape for my son to work the small number of sample problems. I help him or we rewind when he has questions. As long as he understands well enough to do the sample problems, we simply move on at a rate determined by his interest. He has not been pushed to work sets of problems.

Using this approach, Alex has been exposed to math topics I did not see until high school and college. This does not mean that he could be in a math class with 16 year olds or that he has complete mastery of everything he has seen. It does mean, however, that his interest in math is constantly fueled with new and challenging ideas.

Later, when Alex is developmentally ready, I expect him to work through the advanced math he has seen in a more formal way. He has been accepted into a program for mathematically gifted kids developed jointly by Stanford and Johns Hopkins universities. Kids take self-paced courses using a computer. They send their work directly into Stanford's computer using a modem, and communicate with a tutor by telephone and e-mail. Kindergarten through college level courses are available in math, as well as high school and college level physics and expository writing. Students receive a transcript and grades.[1]

Meanwhile, he has an appreciation of higher mathematics and an understanding of the interconnectedness of it that he might not have gained in a typical school program. He also has enough math background to pursue an interest in science that would not be accessible to him if he had only seen math up to a year or two beyond his grade level.

My son is becoming a very independent learner, and I spend much less hands-on time than I used to helping him learn. I view my role now as a facilitator. I drive the car on our frequent trips to the library, I make materials available, I pay for the computer software, I keep a look-out for new resources, and I encourage and make suggestions. He has group activities during after-school hours and he has neighborhood friends.

Our local home school support group has grown to over 200 families, and offers various clubs, social events, field trips and group activities. Alex is active in a home school chess club that meets regularly, and we organized a home school rocket club that meets sporadically. He has a weekly computer class during the school year, and camp in the summer. But my son himself has the final say on how he learns and how he spends his time.

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[1] For more information on this type of independent study, contact, Donnell Bilsky, Texas Education Agency, 1701 N. Congress, Austin, TX 78701, 512/463-9455 or e-mail: donnell@tenet.edu.

Education Program for Gifted Youth (EPGY); Ventura Hall, Stanford University, Stanford, CA 94305-4115. Phone: 415/329-9920, fax: 415/329-9924, or web: www.epgy.stanford.edu/epgy/epgy.html.

We can also be flexible about *when* we spend our time. I work half-days and half-nights. On days off, I tend to split the difference and sleep until noon. I also frequently work weekends and have time off when school is in session. Home schooling means that Alex can follow my schedule. We do some of our best work late at night after Dad is asleep. And we are able to schedule year-round family vacations.

Very little time is spent on activities that look like school. Sometimes Alex spends the entire day cultivating some computer-generated civilization. And he certainly has spent much less time than he needs to on perfecting spelling and handwriting. But overall, he is well ahead of his expected grade level, based on materials for particular grades which I have seen and used. And he has the satisfaction of being in control of his academic development.

My family is unique because every family is unique. But I do not believe that we have any unusual traits that make us uniquely qualified to home school successfully. Parents help their children learn to walk, talk, swim, ride a bike, and hit a fastball. Academic subjects are no different. The parents of gifted children frequently have significant talents of their own, which can be a big plus.

Home schooling is not the right choice for everyone. I have known successful home school families where both parents work, or Mom is single, or finances are limited, or parents never went to college. But the logistics are much more difficult under circumstances like these. Relationships between individual parents and children, especially during adolescence, also might make a parent a less effective teacher than a neutral outsider. If the parent feels overwhelmed or approaches home schooling with a severe sense of duty, or if the child thrives on the stimulation of a large group of other kids, home schooling also could be a poor choice. But for a family that wants to do it, home schooling can be extremely fun!

For me, helping my own child learn is much easier than trying to teach someone else's child. And it can be done alongside your usual routine so that it does not require a big sacrifice of the parents' time. The academic rewards for the child can be huge, but the biggest reward for my family has been the joy of having our son around, and the excitement of watching him learn. No one outside our family could possibly appreciate that as much as my husband and I do.

Support for home schooling is a significant industry encompassing countless publications, periodicals, and curriculum suppliers. It is possible to buy an entire "school year in a box" with lesson plans and materials for every day, or it is possible to be completely unstructured. For more information, check your local library and both religious and secular bookstores. Look for books by John Holt for an unstructured philosophy. *The Big Book of Home Learning, Vol. 1-4* by Mary Pride contains a wealth of information.

If you live in Austin, ask your local librarian to show you the resource booklet put together by Austin Area Homeschoolers. H.O.P.E. (Home Oriented Private Education) for Texas is a nonprofit organization which promotes home schooling. They publish a useful *Handbook for Texas Home Schoolers* listing both Christian and secular support groups and suppliers, along with advice on getting started. For a copy, send $15 to P.O. Box 59876, Dallas 75229 or call 214/358-2221.

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(Brook Randal, her husband David Schwendner, and their 9-year-old son Alex are starting their fourth year of home schooling. Alex has never attended a traditional school. Dr. Randal is an emergency physician at Brackenridge Hospital in Austin. Her husband is an electrical engineer specializing in software development.) **T**

A LETTER FROM ANN BROCK, THE 1996 TEACHER OF THE YEAR

May 1, 1996
Dear Connie,

I just wanted you to know that I wore my TAGT pin to the White House last week when I went to the Oval Office to meet President Clinton. A White House staff person called and invited me on the Saturday before I had planned to be in Austin for the TEA Gifted/Talented Task Force and the TAGT Administrator's Conference. I decided that I needed to be in my classroom at least some of the time, as well as have time to pack for Washington, so I stayed in Burleson instead of going to your meeting.

There were 52 State Teachers of the Year (Guam, Puerto Rico) in Washington. We met with the President and each of us had individual photographs made with him. The Secretary of Education, Richard Riley, also was there so I was able to meet and visit with him as well. After our meeting with the President, we all went into the Rose Garden for the National Teacher of the Year Ceremony for Mary Beth Blegen of Minnesota.

At the conclusion of the ceremony, the White House Staff gave each of us a list of requested interviews - so we met the press! Several of my interviews were with Texas radio stations and the Dallas ABC station did an extensive interview for their evening newscast. It was exciting to get calls from friends who told me they had seen me on the news.

That night the vice-president of Scholastic, Inc. and their Texas field representative took me and the teachers from Oklahoma, Idaho, Utah, and New Mexico to eat in a wonderful restaurant in Alexandria, VA. It was interesting to sit and visit with everyone. I'm not sure why they picked us to invite, but I was excited to get the chance to tell them about our gifted organization in Texas. Scholastic is a sponsor of the National Teacher of the Year program.

On Wednesday, we spent all morning at the Department of Education so they could pick our brains. Some of the staff members asked us for our response to several issues. Secretary Riley also invited all of us back to Washington in October for a Goals 2000 forum. Each of the teachers of the year is being adopted by a staff member as well; so I now have a direct contact with the office of education.

Terry Dozier, a previous National Teacher of the Year, works for the Secretary to help him be more in tune with teachers. She chaired our morning meeting, and talked with us at length. We also were invited to join their ListServe network so we could get questions answered as well as access current information and research. It is exciting to be involved in education at the national level - at least just a little bit.

Wednesday night we were guests at a black tie dinner with the education community in Washington. I had a long, black-beaded and sequined dress for the occasion so I could represent Texas well at this event where everyone was dressed so formally. The dinner was held in the Hall of States, and the decorations were beautiful and very elaborate. I enjoyed visiting with the educational organizations' leaders whom I've read about but never thought I would meet.

On Thursday I was on my own, so I went to the Senate offices in the morning to Kay Bailey Hutchison's office to have coffee with her and her staff. I visited with her and her legislative advisor on education before having my picture made with the Senator.

Next, I went up to Senator Phil Gramm's office, and even though he was not in his office, I visited with his staff and his educational legislative advisor at length. Both of the legislative advisors exchanged business cards with me and asked that I call them with questions and concerns.

Previously, as we were being escorted throughout Washington, I had observed the cherry blossoms and the thousands of tulips all over the city. So after leaving the Senate building I walked around enjoying being close enough to smell and really enjoy the beauty of the landscape and the magnificence of the Capitol and its surroundings. As I walked down to the reflecting pool to take pictures, I was wishing all my family and friends could be there to enjoy it with me.

The Sam Rayburn Building and Representative Joe Barton's office was my next stop. His office had called and asked me to stop by for a visit. I was honored to have about a 30-minute visit with him, and to have my picture made with him as well. He issued a press release about me being teacher of the year after my visit.

It was a great week, and I enjoyed every minute of it. I tried my best to be a good representative for the teachers of Texas, and I also loved talking "gifted" to all those Washington people. The teachers from the other states were very friendly and we all enjoyed talking shop with each other.

My regret was that I could not make Governor Bush's reading forum last Friday. I really wanted to participate in that. When I visited with him last, we talked about reading and how important it is for our students to learn to read well early. I talked with one of his office staff, and plan to be involved in the future.

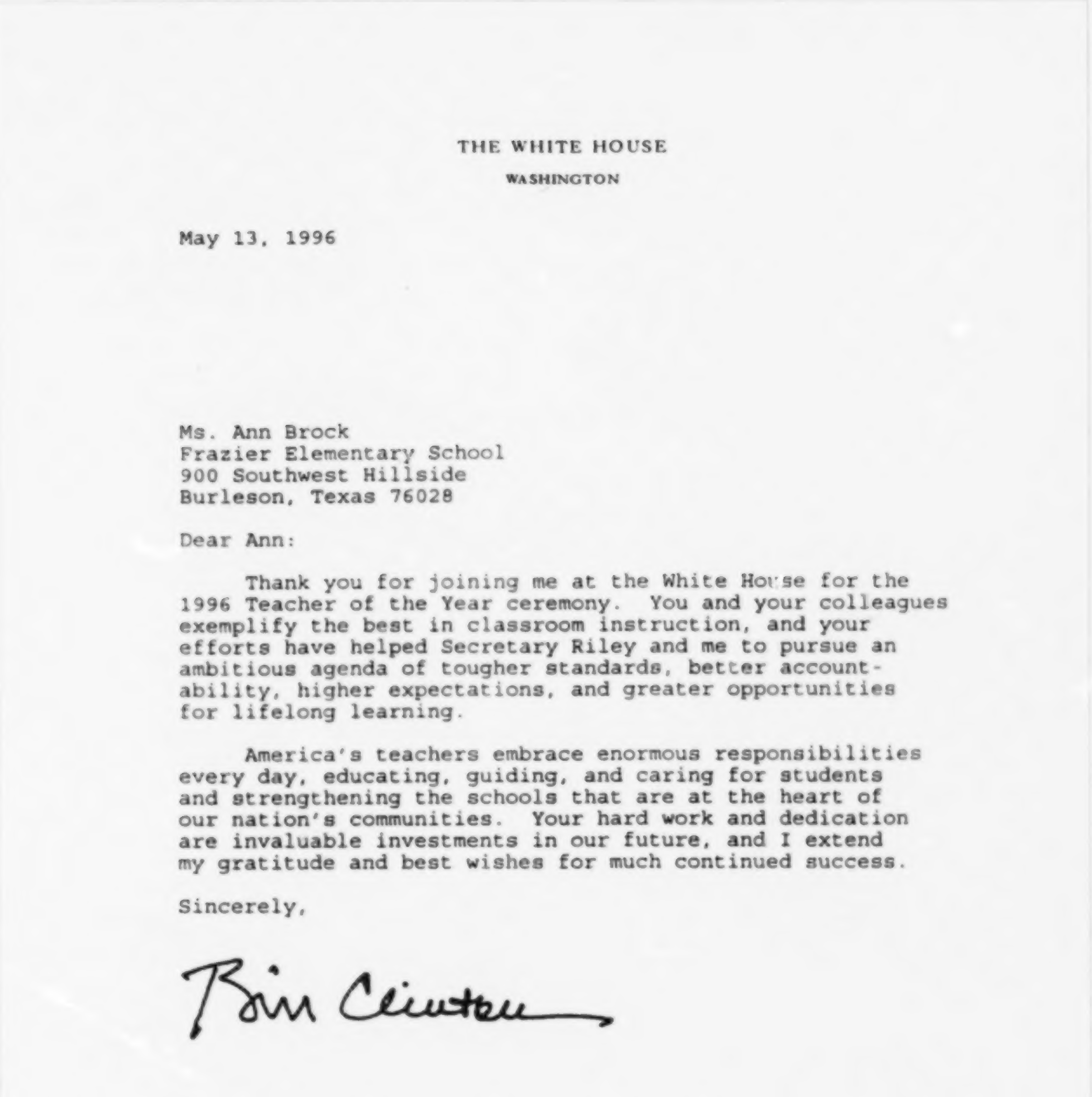
The Service Center 2000 Task Force has been busy collecting data and meeting to discuss the findings. We have been utilizing the TETN network instead of meeting face-to-face each time. Katherine Clark and her research staff sent out questionnaires to every school district so we would have good data from which to make our recommendations to Commissioner Moses.

It has been exciting to have so many opportunities these past few months to share my passion for quality education for gifted students. As you know, TAGT has had a special place in my life for 15 years, so I also talk about our organization to anyone who will listen.

Sincerely,
Ann Brock

President Bill Clinton meets with Texas' 1996 Teacher of the year, Ann Brock.

Ann Brock meets with Texas Senator Kay Bailey Hutchison.



THE WHITE HOUSE
WASHINGTON

May 13, 1996

Ms. Ann Brock
Frazier Elementary School
900 Southwest Hillside
Burleson, Texas 76028

Dear Ann:

Thank you for joining me at the White House for the 1996 Teacher of the Year ceremony. You and your colleagues exemplify the best in classroom instruction, and your efforts have helped Secretary Riley and me to pursue an ambitious agenda of tougher standards, better accountability, higher expectations, and greater opportunities for lifelong learning.

America's teachers embrace enormous responsibilities every day, educating, guiding, and caring for students and strengthening the schools that are at the heart of our nation's communities. Your hard work and dedication are invaluable investments in our future, and I extend my gratitude and best wishes for much continued success.

Sincerely,

Bill Clinton

APPLICATION FOR TAGT AWARENESS CERTIFICATE CREDIT

This application may be completed by anyone (e.g., educational service centers, public and private schools, universities, collaborative groups, parent organizations) offering quality professional development activities for teachers of gifted and talented students during the 1996-97 school year. You or your organization may apply for up to 45 clock-hours of credit. If approved, participants in your program will receive a TAGT certificate after the completion of 45 clock-hours that covers the five core areas and teacher competencies.*

Carefully complete each of the seven sections that are listed on this application. It is important that each of the objectives and activities relate to a teacher competency. This set of teacher competencies was highly rated by a panel of state-wide experts of teachers, service center consultants, supervisors, directors, community members, and university faculty as important for teachers at the awareness level.

After you have completed the application, send it to the **TAGT Education and Training Committee, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617.** This committee will review your application and return it to you as soon as possible. If your application is approved, you will be able to offer professional development activities that will apply toward a TAGT Awareness Certificate.

*** Note: This certificate is awarded by the Texas Association for the Gifted and Talented, *not* the Texas Education Agency. While the TAGT Awareness Certificate may count toward the state clock hours, it is not required by TEA.**

PLEASE TYPE OR PRINT CLEARLY.

I. Title of Professional Development Activity: ______________________________

II. Date(s) of Activity: ______________________________

III. Attach an additional sheet that lists the objectives for each Core Area and Teacher Competency and describes the activities related to each objective.

IV. Presenter(s) (Attach a resume for each presenter): ______________________________

____

V. Indicate the number of clock-hours requested beside each core area:

__________ Nature and Needs of G/T Learners (up to 6 clock-hours)

__________ Identification and Assessment (up to 6 clock-hours)

__________ Social and Emotional Needs (up to 6 clock-hours)

__________ Creativity (up to 6 clock-hours)

__________ Differentiated Curriculum (up to 6 clock-hours)

__________ Educational Service Center Institute, Region ___ covering the five core areas (attach participant record) (up to 30 clock-hours)

__________ Other: __________________ (Up to 15 clock-hours)

VI. Person submitting application and address: ______________________________

____

TAGT AWARENESS CERTIFICATE CORE AREAS AND COMPETENCIES

These competencies and time requirements were developed by a panel of professionals in the field of gifted education. Participants included Texas teachers, administrators, state and regional consultants, university faculty, and parents.

1.0 Nature and Needs (6 clock-hours)

1.1 Knows basic terminology, current definitions, theories, and models of giftedness.

1.2 Identifies characteristics and their effects on academic and social settings.

1.3 Identifies characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, and limited English proficient. Understands the implications of these groups' characteristics on programs for the gifted and talented.

1.4 Creates an environment in which gifted and talented students feel challenged and safe to explore and express their uniqueness.

2.0 Identification and Assessment (6 clock-hours)

2.1 Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.

2.2 Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted and talented student.

2.3 Understands the characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, and limited English proficient. Understands how to provide equal access to programs for gifted and talented students.

3.0 Social and Emotional Needs (6 clock-hours)

3.1 Identifies individuals (family members, teachers, peers, and others) and environments (school, home, and community) that influence the social and emotional development of gifted and talented students.

3.2 Identifies how characteristics of special groups of gifted and talented students influence their social and emotional development.

3.3 Uses strategies for nurturing the social and emotional development of gifted and talented students at home and in school.

3.4 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

4.0 Creativity and Instructional Strategies (6 clock-hours)

4.1 Understands the characteristics of gifted and talented students and the influence of these characteristics on instructional strategies used in classrooms for the gifted and talented.

4.2 Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted and talented students.

4.3 Locates and develops resources for assisting gifted and talented students in the fulfillment of their creative potential.

4.4 Adapts the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.

4.5 Identifies strategies from gifted education that can be used in the regular classroom.

5.0 Differentiated Curriculum (6 clock-hours)

5.1 Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted and talented student.

5.2 Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.

5.3 Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.

5.4 Includes meaningful products in the curriculum that engage the gifted and talented student in real life experiences and promote lifelong learning.

5.5 Collaborates with general education professionals in the development and coordination of programs for gifted and talented students.

ANNUAL CONFERENCE PREVIEW

Texas Association for the Gifted and Talented 19th Annual Professional Development Conference

Austin Convention Center, Austin, Texas
Nov. 20-23, 1996

Wednesday, Nov. 20, 1996

7:30 a.m. - 9:00 a.m.	Pre-conference Institute Registration, Austin Convention Center
8:00 a.m. - 7:00 p.m.	Regular Conference Registration, Austin Convention Center
9:00 a.m. - 4:00 p.m.	Pre-conference Institute Sessions (Admission by ticket only)
	Dr. Ernesto Bernal, Director of the Center for Bilingual Education & Research, University of Arizona: *Early Identification and Programming for English-Language Learners*
	Dr. George Betts, Director of the Center for the Education and Study of the Gifted, Talented, and Creative, University of Northern Colorado: *The Revised Autonomous Learner Model: Facilitating Life-Long Learning*
	Dr. Jim Curry, The Learning Institute, and Mr. John Samara, Director of The Curriculum Project: *Challenging Gifted Learners at the Elementary Level*
	Dr. Bertie Kingore, Professor at Hardin-Simmons University: *Portfolios: Enriching and Assessing All Students (K-6)*
	Dr. Dorothy Sisk, Conn Chair of Gifted Education, Lamar University: *Making a Difference: Classroom Strategies to Motivate Gifted Students*
	Dr. Joyce Van Tassel-Baska, Professor at the College of William and Mary: *Interdisciplinary Curriculum Development: The Integrated Curriculum Model*
9:00 a.m. -11:00 a.m.	TAGT Task Force on the In-Depth Probe Survey
9:00 a.m. - 4:00 p.m.	Regional Education Service Center G/T Meeting, Austin Convention Center
10:00 a.m. - 6:00 p.m.	Exhibitor Registration
11:00 a.m. - 1:00 p.m.	TAGT Executive Committee Meeting
3:00 p.m. - 5:00 p.m.	TAGT Executive Board Meeting
7:00 p.m. - 9:00 p.m.	TAGT Editorial Board Meeting

*A **Presenters' Lounge** will be open Thursday and Friday from 8 a.m. to 4 p.m. and Saturday from 8 a.m. to noon in the Austin Convention Center. A **Parent Networking Suite** will be open Thursday and Friday from 8 a.m. to 4 p.m. and Saturday from 8 a.m. to 3 p.m. in the Austin Convention Center.*

Thursday, Nov. 21, 1996

7:30 a.m. - 9:00 a.m.	Research and Development Division Breakfast and Program **Keynote Speaker, Dr. Carol Ann Tomlinson, University of Virginia: *The Middle Schools and Academic Diversity: Insights and Guidance from a National Survey***
8:00 a.m. - 6:00 p.m.	Registration Continues, Austin Convention Center
8:30 a.m. - 9:45 a.m.	Concurrent Breakout Sessions
8:30 a.m. - 6:00 p.m.	Exhibits Open, Austin Convention Center
10:15 a.m.-11:45 a.m.	First General Session **Keynote Speaker, Ray Bradbury, Beverly Hills, CA: *The Future: Kindergarten for Us All***
12:15 p.m.- 1:45 p.m.	Membership Luncheon and Awards Program **Keynote Speaker, Dr. Bertie Kingore, Hardin-Simmons University: *Teaching Will Never Be Simple, But It Could Be Easier***
2:15 p.m. - 5:15 p.m.	International Baccalaureate Coordinators' Meeting, Hyatt Regency
2:15 p.m. - 5:15 p.m.	Concurrent Breakout Sessions
3:30 p.m. - 4:00 p.m.	Featured Exhibit Break-Austin Convention Center

5:30 p.m. - 7:15 p.m.	Creativity Potpourri
8:00 p.m. - 9:30 p.m.	TAGT Parent/Community Involvement Committee Meeting, Hyatt Regency

Friday, Nov. 22, 1996

7:30 a.m. - 9:30 a.m.	G/T Coordinators' Annual Breakfast and Program
	Keynote Speaker, Dr. Françoys Gagné, University of Québec at Montréal: *In What Ways Do Gifts and Talents Differ?*
8:00 a.m. - 5:00 p.m.	Registration Continues, Austin Convention Center
8:30 a.m. - 9:45 a.m.	Concurrent Breakout Sessions
8:00 a.m. - 10:00 a.m.	TAGT Finance Committee Meeting, Austin Convention Center
8:30 a.m. - 5:00 p.m.	Exhibits Open
10:15 a.m. - 11:45 a.m.	Second General Session; welcome by Dr. Mike Moses, Texas Commissioner of Education
	Keynote Speaker, Dr. Uri Treisman, Professor of Mathematics, University of Texas at Austin: *Nurturing Talent: Case Studies and Emerging Practices*
12:15 p.m. - 1:45 p.m.	Administrators' Luncheon and Program
	Keynote Speaker, Liz Carpenter, author and former Press Secretary to Lady Bird Johnson: *"Life is an Adventure..."*
1:00 p.m. - 1:30 p.m.	Featured Exhibit Break, Exhibit Hall I, Austin Convention Center
1:00 p.m. - 5:45 p.m.	Concurrent Breakout Sessions
7:00 p.m. - 9:30 p.m.	Annual Conference Featured Film and Program: *Mr. Holland's Opus*
	Yvette Walker, *Austin-American Statesman* Entertainment Editor
7:00 p.m.	Parent Reception honoring presidents of TAGT Parent/Community Affiliates

Saturday, Nov. 23, 1996

7:45 a.m. - 8:30 a.m.	TAGT Annual Membership Meeting, Austin Convention Center
8:00 a.m. - 10:00 a.m.	Registration continues, Austin Convention Center
8:30 a.m. - 11:30 a.m.	Concurrent Breakout Sessions
12:00 p.m. - 1:30 p.m.	Parent Luncheon and Keynote
	Keynote Speaker, James T. Webb, Co-Author of *Guiding the Gifted Child*, Founder and Co-Director of SENG: *The Future Is In Our Minds*
	TAGT's 1996 Parent of the Year Recognition Award
2:00 p.m. - 3:15 p.m.	Concurrent Breakout Sessions (Parent Oriented)

1996 TAGT Parent Conference

This year, the TAGT Parent Conference will be held in November in conjunction with the TAGT Annual Professional Development Conference. There are advantages to a joint conference over the separate one-day parent conference held in past summers. Parents will have the option of registering for one to four days of pre-conference and conference sessions from Wednesday, Nov. 20 through Saturday, Nov. 23. This arrangement also offers parents the opportunity to hear several nationally acclaimed experts on gifted education and to attend over 300 breakout sessions spanning a wide variety of educational topics. Many of the sessions specifically targeted to parents will be scheduled on Friday and Saturday. However, parents will not want to miss the special luncheon keynote address, *The Future Is In Our Minds*, by Dr. James Webb.

Parents are welcome to attend any of the pre-conference institutes, conference sessions, or special events. There is a Parent Networking Suite available on Thursday and Friday from 8 a.m. to 4 p.m., and Saturday from 8 a.m. to 3 p.m. in the Convention Center. TAGT will also hold a reception for parents on Friday at 7 p.m. Parents can meet TAGT Board Members and network with other parents from across the state.

The TAGT Annual Professional Conference draws over 5,000 teachers, parents, and administrators from across Texas and the United States. Last year over 400 parents attended.

REGISTRATION INSTRUCTIONS AND GENERAL INFORMATION

Registration Guidelines

The 1996 Conference Registration Form must be completed for each person registering and mailed to the TAGT office with the appropriate conference fees. The Conference Registration Form MAY be duplicated. Seating will be available on a first-come, first-served basis for all sessions; therefore, we encourage you to observe the starting times of individual sessions. Featured speakers will present in large capacity rooms during each time period; ample seating in these large, general interest sessions will be available. TAGT will confirm all registrations received by **Nov. 11**. Confirmation for registrations received after this date may be picked up at the registration counter at the Austin Convention Center. TAGT cannot be responsible for delays which occur within school districts. Limited on-site registrations will be available, space permitting; a $15 on-site registration charge will be assessed.

Conference Registration Fees

The full Conference Package fee for TAGT's 1996 Nineteenth Annual Professional Development Conference is $100; non-members, $125. After Nov. 11, registrants must pay the non-member fee, regardless of membership status.

Registration Location and Hours

Regular conference registration will be at the Austin Convention Center, located at 500 E. Cesar Chavez St. in Austin. The convention center is accessible from East Cesar Chavez and Trinity streets. Registration hours are as follows: Wednesday, Nov. 20, 8 a.m. to 7 p.m.; Thursday, Nov. 21, 8 a.m. to 6 p.m.; Friday, Nov. 22, 8 a.m. to 5 p.m.; and Saturday, Nov. 23, 8 a.m. to 10 a.m. **Registration for the pre-conference institutes will also be at the convention center from 7:30 a.m. to 9 a.m., Wednesday, Nov. 20.**

Professional Development Training Credit

Teachers, administrators, and counselors responsible for gifted and talented programs may earn professional development credit required by rules recently approved by the State Board of Education. Teachers of gifted and talented students may earn 18 hours of inservice credit by attending all three days of TAGT's conference. An additional six hours of credit may be earned by attending one of the pre-conference institutes. A participant wishing to receive professional development credit must complete the inservice credit form included in the registration packet, including the verification number of all sessions for which the participant wishes to receive credit. The participant should keep a copy of the completed form for district personnel records. One copy should be returned to TAGT. A participant wishing to receive credit toward the 45-hour TAGT Awareness Certificate will need to attend those sessions designated "AC." All "AC" courses address one or more of the five core areas and teacher competencies of endorsement. All training credit is subject to local district approval and prior approval forms should be completed by the participant's district, if required.

Conference Cancellations and Refunds

A written request is required for refunds. TAGT cannot honor phone requests. Requests must be received by TAGT no later than Nov. 18; requests for refunds after this date will not be considered. All refunds for cancellations will be charged a $20 processing fee.

Transportation Shuttle

TAGT will provide daily shuttle service between the Austin Convention Center and all hotels designated on the Official Housing Request Form.

Special Air Travel Information

TAGT has contracted with Southwest Airlines for special air travel discounts for participants attending the Nineteenth Annual Conference of the Texas Association for the Gifted and Talented for the dates of Nov. 20-23 in Austin, Texas.

Southwest is offering attendees to TAGT's 19th Annual Conference a discount on both Southwest's low everyday unrestricted fares and most of Southwest's even lower restricted fares. Reservations must be made by phoning Southwest's Airline Group Desk at 1/800/433-5368, Monday - Friday, 8 a.m. - 5 p.m. Call no later than **Nov. 11,** and refer to **identifier code:**

P5096

REMEMBER --

The TAGT Annual Business Meeting is at noon, Saturday, Nov. 23. This meeting is open to all TAGT members. All members are invited to attend and actively participate.

Texas Association for the Gifted and Talented Nineteenth Annual Conference, Austin Convention Center November 20-23, 1996

1996 CONFERENCE REGISTRATION FORM

Talents for the 21st Centruy

Please copy and complete this form for each person registering. TAGT will confirm registrations received by Nov. 11, 1996. Confirmations for registrations received after this date may be picked up at the registration counter at the Convention Center.

Name ____________________ Telephone ____ / ____________
First Middle Initial Last Home ( ) or Work ( )

Address ____________________
Registration confirmations will be mailed to this address.

City ____________________ State ________ ZIP ____________

School District /Business Name ____________________ Campus ____________ ESC Region ______

PLEASE CHECK ALL THAT APPLY:
☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ University ☐ Other ____________

IF TEACHER IS CHECKED ABOVE, PLEASE SPECIFY:
☐ Elementary ☐ Middle School ☐ High School ☐ University ☐ Other ____________

Conference registration deadline is Nov. 11. A $15 late fee will apply if paid after this date.
CANCELLATIONS/REFUNDS: Requests for refunds must be received in writing by TAGT no later than Nov 18. Those received after this date will not be considered. All refunds for cancellations will be charged a $20 processing fee.

Please (✓) Parts I-III below to register as a TAGT Member or Non-Member.

	Member	Non-Member
I. PRE-CONFERENCE INSTITUTES (Wednesday, Nov. 20)	___$ 45	___ $ 60

Please CHECK ONLY ONE. All Pre-conference Institutes run concurrently from 9 a.m. to 4 p.m.

☐ *Early Identification and Programming for English-Language Learners* - Dr. Ernesto Bernal, University of Arizona
☐ *The Revised Autonomous Learner Model* - Dr. George Betts, University of Northern Colorado
☐ *Challenging Elementary Gifted Learners at the Elementary Level* - Dr. Jim Curry, The Learning Institute, and Mr. John Samara, The Curriculum Project
☐ *Portfolios: Enriching and Assessing All Students (K-6)* - Dr. Bertie Kingore, Hardin-Simmons University
☐ *Making A Difference: Classroom Strategies to Motivate Gifted Students* - Dr. Dorothy Sisk, Lamar University
☐ *Interdisciplinary Curriculum Development: The ICM Model* - Dr. Joyce Van Tassel-Baska, College of William and Mary

	Member	Non-Member
II. FULL CONFERENCE PACKAGE (THURSDAY - SATURDAY, NOV. 21-23)	___$100	___$125
TWO-DAY CONFERENCE PACKAGE (FRIDAY, NOV. 22/SATURDAY, NOV. 23)	___$ 70	___$ 85
ONE-DAY CONFERENCE PACKAGE (SATURDAY, NOV. 23)	___$ 40	___$ 55

III. SPECIAL GROUP RATES	Member	Non-Member
• 10 or more registrations from one school district	___$ 90	___$115
• 5 or more registrations from a TAGT parent affiliate support group	___$ 90	___$115
• 4 or more teacher registrations from a campus with a new or renewed institutional membership earns a special rate and a **free** registration for the principal or assistant principal	___$ 90	___$115

Please Note: Group registrations MUST be submitted TOGETHER to receive the special rate.

IV. SPECIAL EVENT FEES (INDICATE YOUR CHOICES WITH A ✓)	
• Research & Development Division Breakfast, Dr. Carol Ann Tomlinson - *The Middle Schools and Academic Diversity: Insights and Guidance from a National Survey* (Thursday, Nov. 21, 7:30 a.m. to 9:00 a.m.)	____$ 15
• Membership Luncheon & Program, Dr. Bertie Kingore - *Teaching Will Never Be Simple, But It Could Be Easier* (Thursday, Nov. 21, 12:15 p.m. to 1:45 p.m.)	____$ 14
• G/T Coordinators Division Breakfast, Professor Françoys Gagne - *In What Ways Do Gifts and Talents Differ?* (Friday, Nov. 22, 7:30 a.m. to 9:30 a.m.)	____$ 15
• Administrators' Luncheon & Program, Liz Carpenter - *Life Is An Adventure* (Friday, Nov. 22, 12:15 p.m. to 1:45 p.m.	____$ 17
• Parent Luncheon and Program, Dr. James T. Webb - *The Future Is In Our Minds* (Saturday, Nov. 23, 12:00 p.m.to 1:30 p.m.	____$ 12

V. TAGT MEMBERSHIP DUES (Indicate total from the back of this form and enclose membership application) $______

VI. TAGT PUBLICATIONS (Indicate total from order form on the back $______

TOTAL ENCLOSED: $______

Send check or purchase order to: TAGT, P.O. BOX 149187, RB #0471, AUSTIN, TX 78789-0471
Registration cannot be processed without full payment.
For proper credit, indicate the number of your check or purchase order: Personal Check#________ P.O. #________ Business Check#________

CONFERENCE REGISTRATION PACKAGES

Full conference package registers a participant for the entire conference, which begins with the first series of breakout sessions at 8:30 a.m., Thursday, Nov. 21, and concludes Saturday, Nov. 23 at 3:15 p.m. Participants may also register for one of the pre-conference institutes, luncheons, breakfasts and other special activities offered throughout the conference. The fee for the basic conference package is $100 for members and $125 for non-members who register by Nov. 11. A $15 late fee must accompany all registrations received after Nov. 11.

A Special Two-Day conference package for educators and parents registers a participant for sessions on Friday and Saturday only. The fee for this package is $70 for members, $85 for non-members if received by Nov. 11. A $15 late fee must accompany all registrations received after Nov. 11. Special badges will identify these registrants for admittance into Friday and Saturday sessions only.

Campus Principals are eligible for Preferred Registration Status, entitling the campus principal or assistant principal to a *free* Thursday through Saturday registration with the purchase of four teacher registrations and an institutional membership to TAGT (Institutional members receive all the benefits of regular membership and may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.) Only campus principals or assistant principals may attend free; no substitutions are permitted. Please call the TAGT office at 512/499-8248 for more details.

Administrators Registration Package is for administrators, counselors, and school board members. This special Friday-only package includes all the day's sessions and a ticket to the Administrators Luncheon. Registrants will receive credit for TEA-required administrators-of-gifted-programs training and TASB professional development training. The package fee is $60. A late registration fee of $15 must accompany registrations received after Nov. 11. A detailed flyer on the Administrators Package is available upon request from the TAGT office.

TAGT PUBLICATIONS ORDER FORM

If ordered concurrently with conference registration, attendee may pick up these publications at the TAGT Advocacy Booth during regular conference hours, Thursday through Saturday at noon. A confirmation letter is required to pick up materials ordered. Indicate your selections and the number of items you wish to order and note the total amount enclosed in the space provided.

Curriculum Guide for the Education of Gifted High School Students.	____$15
Raising Champions: A Parents' Guide for Nurturing Their Gifted Children	____$ 9
University Programs in Gifted Education in the State of Texas	____$ 5
The Need DEFINED: Gifted Education in Texas (Video)	____$12
National Excellence: A Case for Developing America's Talent	____$ 3
Prisoners of Time: Report of the National Education Commission on Time and Learning	____$ 3

PUBLICATIONS TOTAL ENCLOSED: $______

(If ordering publications transfer this total to the front of the form)

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED MEMBERSHIP APPLICATION

Member Name(s) ______________________ Telephone (H) ______________ (W) ______________

Mailing Address ______________________ City ______________ State ________ ZIP ________

School District & Campus Name/Business Affiliation ______________________ ESC Region ________

Electronic Address (i.e., Tenet, Internet) if applicable ______________________

PLEASE CHECK ONE: ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other ______________

Individual .... $25 ( ) Family .... $25 ( ) *Student .... $15 ( ) * *Must include verifiable campus, district, and grade.*

Patron .... $100 ( ) **Institutional .. $100 ( ) Lifetime .... $400 ( ) Parent Affiliate $45 ( )

*** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators .... $10 ( ) Research & Development .... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capitol Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

OFFICIAL HOUSING REQUEST FORM

Texas Association for the Gifted and Talented 19th Annual Conference

Nov. 20-23, 1996 • Austin Convention Center • Austin, Texas

Talents for the 21st Century

ENCLOSE HOUSING FORM IN ENVELOPE AND MAIL TO:
ACVB Housing Bureau
201 East 2nd Street
Austin, TX 78701
or FAX to: 512/ 404-4385
(Telephone requests are NOT accepted)

NOTE: This form may be duplicated.

- Please print or type all items to assure accuracy.
- Complete each part below in detail for correct and rapid processing.
- Confirmations will be sent to the first individual indicated in each room requested.

NAME OF PERSON REQUESTING ROOMS

(First Name) (Last Name) (Middle Initial)

(Name of School District, University, or Business)

(Street Address or P.O. Box Number) (Area Code) Phone # Fax #

(City) (State) (Zip)

(Credit Card Company) (Card Number) (Expiration Date)

INSTRUCTIONS: 1) Print or type the names of all persons occupying each room, last name first, 2) Select type of room, and 3) Indicate desired arrival and departure dates. **Room type requested is NOT guaranteed.**

OCCUPANT'S NAME(S) (PRINT LAST NAME FIRST)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

CHECK ONE (✓)
____Single (1 room-1 per-1 bed)
____Double (1 room-2 ppl-1 bed)
____Dbl/Dbl (1 room-2 ppl-2 beds)
____Triple (1 room-3 ppl-2 beds)
____Quad (1 room-4 ppl-2 beds)
____Check for special accessibility needs

Arrival Date: ____________________

Departure Date: ____________________

Arrival Time: ____________________

Smoking Room: ____Yes ____No

INSTRUCTIONS: Select FOUR Hotels of your choice in order of preference. No request will be processed without FOUR choices. If choices are not available, which is more important? (Please check (✓) one) ________Room Rate ________Location

Hotels	Single / Double	Triple / Quad	Cutoff Date
____Embassy Suites—Town Lake	$99.00	$109.00/$119.00	October 30, 1996
____Four Seasons	$136.00/$146.00	N/A	October 30, 1996
____Holiday Inn—Town Lake	$81.00	$81.00	November 5, 1996
____Hyatt Regency (Headquarters Hotel)	$89.00	$99.00	October 30, 1996
____Omni	$89.00	$99.00	October 30, 1996
____Radisson—Town Lake	$75.00	$85.00	November 4, 1996
____Sheraton	$89.00	$99.00	October 30, 1996
____The Driskill	$79.00	$79.00	October 30, 1996

DEPOSIT INFORMATION: 1) A deposit equal to the first night's rate plus tax is required on all reservations and will be applied toward your stay. Major credit cards are accepted or a check may be sent to your assigned hotel following receipt of a written confirmation. DO NOT SEND A CHECK FOR DEPOSIT TO THE HOUSING BUREAU WITH YOUR RESERVATION REQUEST; 2) Reservations made without a credit card guarantee or advanced deposit will be held until two weeks prior to arrival date. If no deposit is received by that date, the reservations will be cancelled; and 3) Cancellations are accepted up to 48 hours or two days of arrival date. Deposits are nonrefundable for cancellations made within 48 hours.

☛ See page 34 for a description and location of conference hotels.

Downtown Austin Hotel Map and Descriptions

Embassy Suites—Town Lake, 300 S. Congress Ave. **(6)**
Two-room suites featuring microwave, refrigerator, and coffeemaker. Complimentary full cooked-to-order breakfast and two-hour manager's reception. Complimentary airport shuttle and parking.

Four Seasons, 98 San Jacinto Blvd.**(3)**
The Four Seasons is minutes from downtown Austin, has resort-like setting and Southwestern frontier charm, 292 spacious rooms, 26 suites. The Cafe' serves impeccable American cuisine, the Lobby Lounge offers light fare and cocktails located across from the Convention Center, and less than a mile from the Capitol and University of Texas. Health club and access to hiking trails.

Holiday Inn—Town Lake, 20 North Interregional **(7)**
A full service hotel, complimentary airport transportation, free parking, 12-mile jogging path, sauna, pool, whirlpool, exercise room, situated on IH-35 and Town Lake, 1/2 mile from the Convention Center.

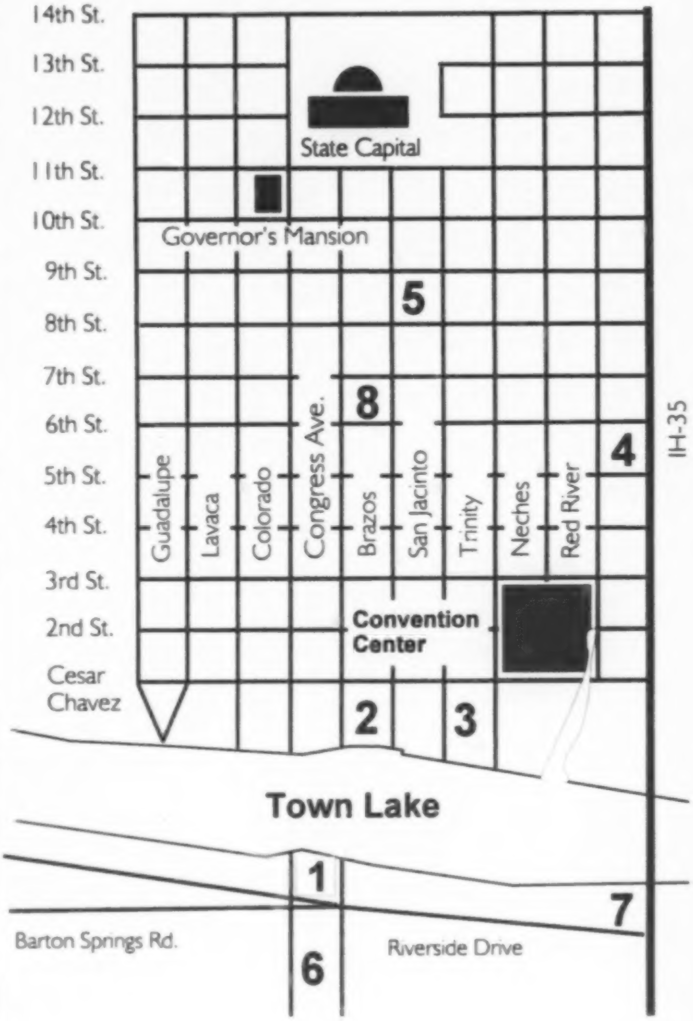
Hyatt Regency—Town Lake, 208 Barton Springs **(1)**
Located on the shore of Town Lake, 446 rooms, 18 suites, 7 miles from Robert Mueller Municipal Airport, 2 restaurants and 2 lounges, fully equipped health club, outdoor pool and whirlpool, 9-mile hike and bike trail.

Omni, 700 San Jacinto **(5)**
Conveniently located in the center of Austin, the Omni Hotel boasts the largest guest rooms in the city. Amenities include rooftop pool, fitness center, and the award-winning Ancho's Texas Restaurant, located five blocks from the Convention Center.

Radisson—Town Lake, 111 E. Cesar Chavez Street **(2)**
T.G.I. Friday's hotel restaurant offers breakfast, lunch, and dinner. Complimentary covered parking and shuttle transportation to the Robert Mueller Airport. Each room comes with in-room, 4-cup coffeemakers, full-size boards and irons. Fitness facility, outdoor swimming pool, and Town Lake's 18.5-mike hike and bike trail, easy walking distance to the Convention Center.

Sheraton, 500 IH-35 **(4)**
Located in the 6th Street Entertainment District, within walking distance of several city attractions. Spacious guest rooms offering cable television and in-room coffee service; fitness center and twenty-five person jacuzzi also available.

The Driskill, 6th and Brazos Street **(8)**
Historical Hotel located in the heart of the Downtown Entertainment District. There are several restaurants, shops and musical venues just outside the hotel doors and the State Capitol and Convention Center are within walking distance.



(1) Hyatt Regency—Town Lake (Headquarters Hotel)
(2) Radisson—Town Lake
(3) Four Seasons
(4) Sheraton
(5) Omni
(6) Embassy Suites—Town Lake
(7) Holiday Inn—Town Lake
(8) The Driskill

Creativity Potpourri CALL FOR PRESENTERS
TALENTS FOR THE 21ST CENTURY

This year's **Creativity Potpourri** committee is looking for volunteers interested in presenting an active, hands-on, fun-filled mini-session. **Creativity Potpourri** is from 5:30 p.m. to 7:15 p.m., Nov. 21. The 15-20 minute sessions are repeated four times to groups of 10-12 people on Thursday evening. The sessions encourage participants to explore a variety of techniques and strategies that foster creative thought and action, including brainstorming, productive thinking, forecasting, SCAMPER, deductive/inductive reasoning, creative problem solving, and decision making.

Presenters give the same mini-session four times to four different groups of participants. Door prizes are awarded and the atmosphere is lighthearted and festive. Space for presenters is unlimited and we welcome you to join us. However, tickets will be required for **Creativity Potpourri** participants. Tickets are made available on a first come - first serve basis.

Please submit the following information **no later than Oct. 15** to:

TAGT Creativity Potpourri
406 East 11th St., Suite 310
Austin, TX 78701-2617
Telephone: 512/ 499-8248

PROPOSAL FORM

Title of session: ______________________________

Grade session pertains to (i.e., elementary, secondary, fourth grade, etc.): ______________

____

Brief description: ______________________________

____

____

____

Presenter name: ______________________________

School district: ______________________________

Work address: ______________________________

City: ______________ State: __________ ZIP: __________

Home address: ______________________________

City: ______________ State: __________ ZIP: __________

Work telephone: ______________ Home telephone: ______________

ENVIRONMENTAL GRANT FUNDS AVAILABLE FOR EDUCATION

The Texas General Land Office and H-E-B grocery, in cooperation with the Texas Conservation Fund, has announced that it is offering to pay for incidental costs involved in the development by educators of innovative environmental projects. All Texas schools and classroom teachers are eligible for grants of $100 to $750.

A project proposal will be selected for funding based on educational value, student involvement, cost effectiveness and environmental issues addressed. The educational objectives covered in the project activity also should be identified in the proposal. Reproductions and facsimiles will be accepted. Proposals must be postmarked by Oct. 4 and grant recipients will be notified by telephone.

For a grant application write to Jane Velasquez, Environmental Challenge Coordinator, Texas General Land Office, 9514 Console Dr., Suite 190, San Antonio, TX, 78229-2042, or call 210/616-0674.

PROFESSOR SEEKS YOUNG FEMALE ENTREPRENEURS

Frances A. Karnes, director of The Center for Gifted Studies at the University of Southern Mississippi is looking for young females who have started their own businesses. Dr. Karnes is interested primarily in girls at the elementary and secondary school levels, although college-aged entrepreneurs also can participate.

Dr. Karnes wants to interview young females who have started and are running their own businesses to encourage girls to be more involved in the business world. She plans to use the information gathered in her interviews to publish a book that would serve as role-modeling for young females interested in starting their own businesses.

For more information, write: Dr. Frances A. Karnes, University of Southern Mississippi, Box 8207, Hattiesburg, MS, 39406-8207, or call 601/266-5236.

"A PLEDGE AND A PROMISE"

The Anheuser-Busch Theme Parks/Sea World has announced "A Pledge and a Promise" environmental awards honoring the outstanding efforts of school groups that have made positive contributions to the environment.

The deadline for nominations is Jan. 31, 1997. For more information, contact: "A Pledge and a Promise" Awards, Sea World Education Department, 7007 Sea World Drive, Orlando, FL, 32821, or call 407/363-2389.

GIFTED RESOURCES NEWSLETTER

The Center for Talent Development at Johns Hopkins University now produces a quarterly newsletter/magazine for gifted and talented students, their parents and educators. The magazine, *Imagine*, contains information about colleges, study abroad, accelerated programs, academic contests and other related topics of interest.

Julian Stanley, founder of the Study for Mathematically Precocious Youth, notes, "Parents, in close collaboration with their bright sons and daughters, need to work long and hard to find the special, supplementary educational opportunities those students sorely need and deserve. *Imagine* is a long-awaited, invaluable help in this critical process." For more information, call 1/800/548-1784.

1996 TAGT REGIONAL PARENT, TEACHER, AND ADVOCATE WINNERS

REGION 2:
Parent: Leslie Leroy, *Corpus Christi ISD*

Teacher: Sara Walvoord, Windsor Park Elementary, *Corpus Christi ISD*

REGION 3:
Parent: Patricia Montelongo, Dudley G/T Magnet, *Victoria ISD*

Advocate: Suzanne Bell, Region 3 Education Service Center, *Victoria, Texas*

REGION 4:
Parent: Patricia Lea, *Spring Branch ISD*

Teacher, Sharon Hajovsky, Bear Creek Elementary, *Katy ISD*

Advocate: Kathy Shugart *Spring Branch ISD*

REGION 5:
Teacher: Dawn Helton, Read-Turrentine Elementary, *Silsbee ISD*

REGION 6:
Teacher: Jayne McDaniel, Rockdale Elementary, *Rockdale ISD*

Advocate: Maggie B. Selman, *Sealy ISD*

REGION 7:
Teacher: Shari Nelson, *Tyler ISD*

REGION 8:
Parent: Steven J. Clifford, Aikin Elementary, *Paris ISD*

Teacher: Deborah Hauglie, Cecil Everett Elementary, *North Lamar ISD*

Advocate: Patti Staples, *Paris ISD*

REGION 9:
Teacher: Gail Piper, *Wichita Falls ISD*

Advocate: Diana M. Costello, *Wichita Falls ISD*

REGION 10:
Teacher: Marilee McMichael, *Richardson ISD*

REGION 11:
Parent: Raymond F. Peters, *Hurst-Euless-Bedford ISD*

REGION 11 (cont.):
Parent: Cheryl Clarke, *Era ISD*

Teacher: Rebecca Corder, Cleburne Middle School, *Cleburne ISD*

Advocate: Eva Orr, Bedford Heights Elementary, *Hurst-Euless-Bedford ISD*

REGION 12:
Parent: Kris Olsen, Hillcrest Professional Development School, *Waco ISD*

Teacher: Elizabeth Nedela, *Killeen ISD*

REGION 13:
Parent: Emily Hobbie, Spicewood Elementary, *Round Rock ISD*

Teacher: Kay Dowling, Chisholm Trail Middle School, *Round Rock ISD*

Advocate: Linda Watkins, Westwood High School, *Round Rock ISD*

REGION 14:
Parent: Doris Kinney, *Abilene ISD*

Teacher: Kim Cheek, *Wylie ISD*

Advocate: Wagstaff, Alvis, Stubbeman, Seamster & Longacre, *Abilene, Texas*

REGION 16:
Parent: Kathy Ehrlich, *Perryton ISD*

REGION 17:
Parent: Teresa King, *Slaton ISD*

Teacher: Patsy Warshaw, Slaton Junior High School, *Slaton ISD*

REGION 19:
Parent: Nora Roberts, Vista Hills Elementary, *Ysleta ISD*

Teacher: Joy Baggett, Austin High School, *El Paso ISD*

Advocate: Madeleine Bullock, Glen Cove Elementary, *Ysleta ISD*

REGION 20:
Parent: Juan Alvarez, *Northside ISD*

Teacher: Margie B. Irwin, *Northside ISD*

Advocate: Jane L. Hughes, *Northside ISD*

TAGT PARENT AND COMMUNITY INVOLVEMENT COMMITTEE

The first meeting of the 1996 TAGT Parent and Community Involvement Committee was held on Saturday, June 8 at the Hyatt Regency Hotel in Austin, Texas. The committee was called to order at 9:30 a.m. by Colleen Elam, Committee Chair. Members present were Laura Campos, McAllen; Susan Crawford, El Paso; Colleen Elam, Sugar Land; Pat DeBusk Holmes, Fort Worth; Hillary Jessup, Bryan; and Joe Munoz, San Angelo. Clay Boyd, from Austin, was absent.

Following a welcome and introductions, Colleen Elam reiterated the purpose and parameters of the TAGT Parent and Community Involvement Committee. The committee was responsible for assessing the 1996 TAGT Parent Survey, reviewing the plans for the 1996 Parent Conference, and selecting the 1996 Parent of the Year.

TAGT Parent Survey

On May 1, TAGT mailed a survey to all parent members of the association. The purpose of this survey was to determine the effectiveness of current TAGT services to parent members and to determine additional areas where TAGT could assist parent members in the future. The deadline for response was May 31. By the June 8 meeting, 110 parent members had returned surveys.

The Parent and Community Involvement Committee read all of the submitted parent surveys. After compiling and discussing results, recommendations for TAGT actions were determined and prioritized as follows:

1. By far the most requested item on the 1996 Parent Survey was an advocacy pamphlet with information on whom to contact, what to say, and how to follow-up to effect the desired outcome. An advocacy article was scheduled to be published in *Tempo* later in the summer.

Recommendation: Publish that article in pamphlet form with additional information on the roles of TAGT and the TEA and with the names and phone numbers of key people in these organizations. Mail this pamphlet along with a cover letter from the Vice-President for Parent and Community Involvement to all parent members in the fall. Mail 50 copies of the advocacy pamphlet with one cover letter to each parent affiliate. Have copies of the pamphlet available for parents in the parent networking suite at the annual conference. Distribute this pamphlet in the registration packets at the conference in November and/or to all TAGT members via mail.

2. The current TAGT publications of *Tempo*, *Insights*, *Capitol Newsletter*, TAGT Position Papers, Research from the National Center, and *Raising Champions* are used and appreciated by parent members. However, many parents were unfamiliar with *Raising Champions*.

Recommendation: A descriptor and ordering information for *Raising Champions* should be included in *Tempo*. Order forms should be available in the parent lounge at conference.

3. The second most frequent request in the parent survey was excerpts from authoritative books and articles pertaining to gifted.

Recommendation: The *Tempo* editor should be asked to include the literary review page, "The Book Shelf," as a regular feature in *Tempo*. Graduate students could be asked to assist the *Tempo* editorial board by volunteering to read and review current books and articles.

4. The third most requested item was a directory of TAGT parent affiliate groups.

Recommendation: A printout of the TAGT parent affiliate groups and their designated contacts with phone numbers should be mailed to all TAGT parent members along with a cover letter from the TAGT Vice-President for Parent and Community Involvement and the pamphlet on advocacy.

5. Two items tied for fourth place in the number of requests on the survey. One was a glossary of current "educationese." This is already available as a section of *Raising Champions*.

Recommendation: A descriptor and ordering information for *Raising Champions* should be included in *Tempo* (same as #2).

6. A list of speakers on gifted who reside in the area was the other request in fourth place.

Recommendation: A list of speakers with areas of expertise and phone numbers should be compiled. The list could include TAGT staff and board, conference presenters, superintendents, and resource coordinators. The list should be mailed to TAGT parent affiliate groups with updates when appropriate and could be mailed to other TAGT members upon request.

7. The TAGT Parent Conferences and Annual Conferences are attended by parents and are beneficial to those parents. The committee expressed the hope that the letter and early bird conference registration form for the 1996 conference which were mailed on May 1 to all TAGT parent members would increase parental interest and attendance.

Recommendation: A variety of speakers and breakout sessions of interest to parents should continue to be included in each conference. Information requested by parents should be available at each conference. The 1996 conference should be evaluated with suggestions made for improvements in 1997.

1996 Parent Conference

The committee noted that the 1996 TAGT Parent Conference will be held in November in conjunction with the TAGT Annual Professional Development Conference. Parents have the option of registering for one to four days of pre-conference and conference sessions from Wednesday, Nov. 20 through Saturday, Nov. 23. This arrangement offers parents the opportunity to hear several nationally acclaimed experts on gifted and to attend over 300 breakout sessions spanning a wide variety of educational topics. Many of the sessions specifically targeted to parents will be scheduled on Friday and Saturday. However, every day has numerous sessions of interest to parents.

The committee recommended that the opportunity for parents to network and share information on the following be incorporated into the TAGT 1996 Parent Conference:

- Beginning a parent affiliate group.
- Maintaining a viable parent affiliate group.
- Advocacy success stories.
- Newsletter article sources and publishing examples.

The committee suggested the parent reception and the parent networking suite be continued but agreed there was no need for someone to be present as a host at all hours throughout the conference. The committee requested a parent orientation session be presented at 7:30 a.m. each of the three mornings of the conference. There was discussion on taking turns making that presentation with confirmations to be made in the fall.

1996 Parent of the Year

In the absence of Clay Boyd, the designated chair of the 1996 Parent of the Year selection process, Colleen Elam chaired this final task of the committee as an ex-officio member. The nominations and supporting letters for the finalists in each of the education regions of Texas were read by the committee and evaluated on a point scale. Points were tallied and a selection was made. The TAGT Parent and Community Involvement Committee adjourned at 4 p.m. The next meeting is scheduled Thursday, Nov. 21, 1996 from 8 p.m. until 9:30 p.m. in the conference hotel.

Editor' note: *"Raising Champions: A Parent's Guide for Nurturing Their Gifted Children* includes discussions of characteristics, identification, parental advocacy, a thorough annotated bibliography, glossary of terms and other useful information. It is available to order with the TAGT 1996 Conference Registration Form on page 32. It also will be available for purchase during the conference at the Advocacy Booth.

TAGT OUTSTANDING TEACHER OF THE YEAR SELECTION COMMITTEE

The meeting of the TAGT Outstanding Teacher of the Year Selection Committee was held June 18 in the Deer Park Room of the Hobby Holiday Inn in Houston, Texas. Dotty Cooley from Houston, TAGT's 1995 Outstanding Teacher of the Year, served as chairperson. The committee members were Hortencia Garcia from San Antonio and Sara Green from Plano. Ann Williams, TAGT Second Vice-President, served in an ex-officio capacity. The committee made the following recommendations to improve the selection process in coming years:

- Remove the word "national" in the third criteria. Should read, "Has impacted gifted education at the local, regional, and state level."
- Require a resume (no longer than two pages).
- Require a written personal philosophy (no longer than one page).
- Limit the number of letters of recommendation: up to three each from students, parents, and educators.

The committee worked well together and it was evident how seriously they took their task. The final selection was very difficult for the committee to make this year, as there were many outstanding Regional Selections to choose from.

TAGT LONG-RANGE PLANNING COMMITTEE MEETING

The TAGT Task Force on the Long Range Plan met Wednesday, July 24 from 10 a.m. until 3:30 p.m. at the TAGT Headquarters in Austin.

The meeting was called to order at 10 a.m. by the committee chair, TAGT President Mary Seay. Other committee members present were: Tillie Hickman, TAGT Region V Director; Andi Case, TAGT Region X Director; Michael Cannon, TAGT Region XIX Director; Roslyn Blache, TAGT Region XX Director; and Connie McLendon, TAGT Executive Director (Ex-Officio). Those absent were: Benny Hickerson, TAGT First Vice-President; Ann Wink, TAGT Immediate Past-President; and Karen Fitzgerald, TAGT Region IV Director.

Several items of background resource information were provided by the chair:

1) Goals and Objectives of the 1990-1995 Long-Range Plan;

2) TAGT Advocacy Policy Task Force Minutes (May 2, 1995) were explored to consider legal repercussions involving advocacy;

3) Education and Training Committee Minutes with committee recommendations for projected committee goals including the TAGT Awareness Certificate, forming relationships with the State Board, and collaborating with Regional Education Service Centers and the TEA on staff development projects;

4) Minutes of the March 22 TAGT Finance Committee meeting;

5) March 1 version of the Annual Conference Planning Committee report for the *Tempo* spreadsheet;

6) June 18 TAGT Outstanding Teacher of the Year Selection Committee meeting report;

7) State Rules for Gifted Education;

8) TAGT fund-raising campaign goals and marketing proposals;

9) Agenda of the June 8 meeting of the TAGT Parent and Community Involvement Committee;

10) Current TAGT Publications and Materials Inventory; and,

11) *National Excellence: A Case for Developing America's Talent.*

The chair reviewed the Long Range Plan for 1990-1995, including the mission statement principles of TAGT, approved in 1990. She then discussed the ongoing goals and objectives of the '90-'95 Long Range Plan and those achieved to date.

The 1996-2001 proposed Long Range Plan goals were considered. Committee consensus was to condense the 10 goals proposed by the Executive Committee to five more general goals, and to increase the objectives and activities under each goal.

Recommendations from regional directors from the February 1995 mail-in ballot were taken into consideration. The five goal headings finally agreed upon were:

Student Services - TAGT will insure continuous advocacy for gifted and talented learners.

Professional Development - TAGT will provide quality professional development for teachers, administrators, counselors, and other support personnel.

Public Information - TAGT will maintain an effective public information program.

Governmental Relations - TAGT will impact governmental policies and regulations concerning gifted and talented education.

Organizational Structure - TAGT will support an effective organizational infrastructure.

A brainstorming session resulted in ideas which were to be typed up and sent out to all Long Range Plan Task Force members. Members would be in communication with the chair to refine the language of the objectives. The meeting adjourned at 3:30 p.m.

TAGT TASK FORCE REVIEWS ASSOCIATION BYLAWS

The TAGT Task Force to Review Association Bylaws met July 25 at 9:05 a.m. in the Conference Room of the TAGT Headquarters Office in Austin. All task force members were present: Ann Wink, TAGT Immediate Past President and task force chair; Kathy Albers, TAGT Region VII Director; Shirley Porter, TAGT Region IX Director; Mary Seay, TAGT President (Ex-Officio); and Connie McLendon, TAGT Executive Director (Ex-Officio).

Ann Wink stated that the purpose of the meeting was to review and revise the current TAGT bylaws at the request of President Mary Seay. She read aloud the charge to the committee, which resulted in a brief review of the current Bylaws, determination of inconsistencies between the TAGT Bylaws and the TAGT Governance Manual, and a lengthy review and discussion of board meeting minutes and notes for suggested amendments to current TAGT Bylaws. The task force made changes as needed and suggested.

Ann Wink informed the task force that the proposed changes and additions they recommended to the TAGT Bylaws will be presented to the Executive Board for approval in September. The meeting adjourned at 4:05 p.m.

FELLOWSHIP AVAILABLE

Ester Katz Rosen Congressional Fellowship American Psychological Association Fellows, who must be psychologists, are eligible to receive a one-year appointment to work as special legislative assistants on the staff of a member of Congress or a Congressional Committee. Application deadline is Dec. 2, and must included a detailed vita, a 1,000-word statement of interest and three letters of reference. For more information contact the Ester Katz Rosen Congressional Fellowship Office, 750 First St. NE, Washington, D.C., 20002-4242.

TAGT ELECTIONS COMMITTEE MEETING MINUTES

The Elections Committee met May 28 at 10 a.m. at the TAGT office in Austin. Present were Ann Wink, Chair; Wayne Craigen; Barbara McGonagill; and Elizabeth Montes. Rebecca Rendon was not able to be present but had received all information on all nominees via fax from the TAGT office. She was invited to call Ann Wink with any input she wished to be taken to the committee at this meeting. Connie McLendon, TAGT Executive Director, attended in an ex-officio capacity.

The meeting was opened by Mrs. Wink reminding the committee of the importance of the task. She mentioned how especially important this slate was in light of the new challenges and "adventures" the Association is undertaking, i.e. the fund raiser. Mrs. Wink asked Mrs. McClendon to explain the initiative to the group since they are not members of the Board. Mrs. Wink also reminded the committee of the confidentiality of the discussions at this meeting.

Folders containing the nominations for each office under consideration were distributed and reviewed. The Elections Committee Procedures and Timeline were quickly reviewed; Bylaws regarding offices and eligibility were also reread.

The committee decided on the single slate of candidates. The Chair was to notify the nominated candidates of the committee's decision. The committee adjourned at 2:30 p.m.

CALENDAR

OCTOBER 1996

5 Parenting Gifted Children Conference XIII, Center for Gifted Studies, University of Southern Mississippi, Hattiesburg, MS. Contact: 601/266-5236.

9-10 "Teaching in Noah's Ark: Differentiating Instruction for Academically Diverse Learners." Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Dr. Carol Tomlinson; University of Virginia. Contact: 214/768-5437.

11-15 88th Annual National Rural Education Association Convention, St. Anthony Hotel, San Antonio, TX. Contact: Joseph Newlin, 970/491-7022.

16-19 Creative and Inventive Thinking Skills Conference, Washington, D.C. Contact Ruth Nyblod, 703/305-8341 or Dr. Leonard Molotsky, 214/871-5806.

19-22 Fifth Conference of the European Council for High Ability. Austria Center Vienna, Austria. Contact: 011-49-228-302-2666, Fax 011-49-228-302-270 or write: Secretariat of ECHA, Bildung und Begabung e.V., Wissenschaftszentrum, P.O. Box 20 14 48, D-53144 Bonn, Germany.

21-23 Fall Conference, Association for Supervision and Curriculum Development (ASCD), Dallas, TX. Contact: 703/549-9110.

23-25 Learning and Technology Conference, Dallas Convention Center, Dallas, TX. Contact: 703/838-6764.

24-26 NAGC Parent Institute, Tulsa, OK. Sponsored by the University School and the Oklahoma Association for the Gifted, Creative, and Talented. Contact: Pat Hollingsworth, 918/631-2569.

30-3 National Association for Gifted Children Annual Conference, Hyatt/Weston Hotels, Indianapolis, Indiana. Contact: 202/785-4268.

NOVEMBER 1996

7-8 "Recognizing and Nurturing Gifted Primary Students" and "Strategies for Primary Classrooms: Increasing Student Thinking Without Overworking Teachers." Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Dr. Bertie Kingore, Hardin Simmons University. Contact: 214/768-5437.

20-23 **Texas Association for the Gifted and Talented Annual Conference,** Austin Convention Center, Austin, TX. Contact: Connie McLendon, 512/ 499-8248.

20 Texas Association for the Gifted and Talented Executive Board Meeting, in conjunction with the TAGT Annual Conference, Austin, TX. Contact: Connie McLendon, 512/499-8248.

20 Texas Association for the Gifted and Talented Editorial Board Meeting, in conjunction with the TAGT Annual Conference, Austin, TX. Contact: Michael Sayler, 817/565-4699.

JANUARY 1997

30-31 "Understanding Gifted Children from the Inside Out: Meeting Social and Emotional Needs at School." Gifted Students Institute, Southern Methodist University, Dallas, Texas. Presenter: Dr. James R. Delisle, Kent State University. Contact: 214/768-5437.

FEBRUARY 1997

11 "Portfolios: A Meaningful Intersection of Product and Process." Gifted Students Institute, Southern Methodist University, Dallas, Texas. Presenter: Julia Shahid, McKinney ISD. Contact: 214/768-5437.

20 "Rigorous, Challenging Curriculum for All-Including the Gifted." Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Dr. Amanda Batson, Austin ISD. Contact: 214/768-5437.

21 "Beyond Giftedness IV." Arvada Center for the Arts & Humanities, Arvada, CO. Contact: Open Space Communications, Inc., 303/444-7020.

MARCH 1997

26-27 "Choosing Practices of Excellence and Equity for Students with Gifts and Talents: Research-Based Decision-Making" and "Becoming a Good Consumer of Research: It's Not Boring and You Can Do It!" Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Dr. Karen Rogers, University of Saint Thomas. Contact: 214/768-5437.

AUGUST 1997

7-8 "The Gifted Child in the Regular Classroom." Regal Harvest House, Boulder, CO. Contact: Joan Franklin Smutny, 847/256-1220.

NATIONAL ASSOCIATION OF GIFTED CHILDREN UPDATE

Website Announced

The National Association for Gifted Children is now on the World Wide Web. Reach the Association at: **http://www.nagc.org.**

NAGC Parent Institute

The first Parent Institute initiated by the National Association for Gifted Children will be held in Tulsa, OK, Oct. 24-26. The institute is jointly sponsored by the University School and the Oklahoma Association for Gifted, Creative, and Talented. For more information, contact Pat Hollingsworth at the University of Tulsa, 918/631-2569.

NAGC Middle School Division

A new division being formed at NAGC to examine middle-school education. A meeting will be held at the NAGC Annual Convention in October in Indianapolis to adopt bylaws, nominate officers, and establish working committees. The mission of the Middle School Division will be to address the unique needs of gifted middle-grade learners and educators through establishing a network of concerned educators. For more information, contact Gina Schack, Associate Professor, School of Education, University of Louisville, 502/852-0581.

WRITE FOR UPCOMING ISSUES OF *TEMPO*

Spring 1997

ATYPICAL GIFTED CHILDREN AND YOUTH

Giftedness appears in all populations and groups regardless of their special needs status, gender, age, location, or racial or ethnic group. This issue of *Tempo* will deal with exemplary ways schools and families have found to understand, identify, or address the needs of atypical gifted children and youth. What has your school done to find and provide appropriate education for these children? How, as a parent of an atypical gifted child, do you convince schools to address the needs of your child?

The deadline for submission of articles is **Dec. 1, 1996** . This allows us time to review the manuscripts submitted and to help the authors polish their articles.

Summer 1997

PROFILES OF THE GIFTED

One undeniable fact about gifted children and youth is their uniqueness. Although we call them all gifted, each have their own profile of gifts, strengths, and talents. The summer *Tempo* will portray some of these gifted individuals. Describe a gifted child or youth to our readers. He or she could be someone in your class, school, or district; it could be your own child. Help put faces to the generic description "gifted and talented." Show our readers the wonderful richness and variety that exist within the population of the gifted and talented.

The deadline for submission of articles is **March 1, 1997.** This allows us time to review the manuscripts submitted and to help authors polish their articles.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:

1. Write about an upcoming issue theme (see list above).
2. Double space your manuscript and use 1-1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or e-mail address if available.
5. You do not need to send a copy on disk at the time of initial submission.

Send all submissions or requests for more information to:
Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13857, University of North Texas,
Denton, TX 76203-6857.
Phone 817/ 565-4699, Fax 817/ 565-2964, or sayler@unt.edu

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Member Name(s) ______________________ Telephone: (H) ____________ (W) ____________
Mailing Address ______________________ City ____________ State ________ ZIP ________
School District & Campus Name/Business Affiliation ______________________ ESC Region ______
Electronic Address (i.e., Tenet, Internet) if applicable ______________________
PLEASE CHECK ONE: ☐ Teacher ☐ Administrator ☐ Parent ☐ School Board Member ☐ Other ____________

Individual .... $25 ( ) Family .... $25 ( ) Student .... $15 ( ) *Must include verifiable campus, district, and grade.*
Patron .... $100 ( ) *Institutional .. $100 ( ) Lifetime .... $400 ( ) Parent Affiliate $45 ( )

** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

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Choose either or both: G/T Coordinators .... $10 ( ) Research & Development .... $10 ( )

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Return form and dues to: TAGT, Dept. R. B. #0471, P. O. Box 149187, Austin, TX 78789-0471

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